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ABSTRACT

Designed for the use of high school, area vocational center, and community college counselor-coordinators in career education, the handbook covers a variety of career-relevant activities, materials, and resources. Site visits to outstanding programs in career education in Illinois formed the basis for selection of contents. Beginning with sample correspondence relating to the appointment of a coordinator, the handbook is divided into sections, each focusing on a program objective and a series of obligations or challenges for the career counselor. The sections are: informing the school and community about career guidance; identifying and choosing programs and courses; determining experiences which contribute to the development of career planning skills; helping students seeking employment and/or further education; and collecting and using followup evidence. Detailed suggestions for activities and resources and sample instructional materials comprise the bulk of each section and are listed by subject area in an appendix. There are also references and a glossary. (MDW)

ED105280

A HANDBOOK FOR CAREER GUIDANCE COUNSELORS

Developed by: Department of Vocational and Technical Education
College of Education
University of Illinois, Urbana

Pursuant Contract PDC-A4-025,
Division of Vocational and Technical Education
Board of Vocational Education and Rehabilitation
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CE 003 598

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The project staff would like to acknowledge the contributions made by the following high schools, area vocational centers, and community colleges which were visited:

Name of Institution	Post Office
Black Hawk College	Moline, IL. 61265
Bradley University	Peoria, IL. 61600
Chicago Vocational School	Chicago, IL. 60617
Danville Junior College	Danville, IL. 61832
Dunbar High School	Chicago, IL. 60616
Highland High School	Highland, IL. 62249
Illinois Central College	East Peoria, IL. 61611
Illinois Valley High School	Chillicothe, IL. 61523
LaSalle-Peru Area Vocational Center	LaSalle, IL. 61301
Late Afternoon High School	Peoria, IL. 61602
Manual High School	Peoria, IL. 61603
Moraine Valley Community College	Palos Hills, IL. 60465
Peoria Public School District 150*	Peoria, IL. 61603
Quincy Area Vocational Center	Quincy, IL. 62301
Richwoods High School	Peoria, IL. 61603
Sterling High School	Sterling, IL. 61081

These "on-site" visits uncovered many exemplary elements of career guidance which are reflected in suggested tasks and figures located throughout the Handbook.

Recognition is extended to the following thirteen consultants who assisted in reviewing the first draft and making suggestions for improving content and format:

Name of Consultant	Institution
Leodies Arburtha, Vice Principal	Chicago Vocational School
Elizabeth Babbs, parent	
Kenneth Benson, student	
DeWayne Davis, Head Counselor	Sterling High School
Wilbur Dickson, Director of Student Services	Danville Junior College
Lew Eckes, Principal	Late Afternoon High School, Peoria

---

*Career Awareness and Exploration Project

Name of Consultant	Institution
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Paul Huetteman, Assistant Dean of Student Services	Moraine Valley Community College
John Orcutt, Guidance Coordinator	LaSalle-Peru Area Vocational Center
Charles Pryor, Director	Career Awareness and Exploration Project, Peoria
Ron Roberts, Head Counselor	Manual High School, Peoria
Dale Schmalz, Counselor	Highland High School
Barbara Yocum, Director	Adult Career Resource Center, Moraine Valley Community College

A special recognition is extended to over 100 teachers for reviewing and making suggestions for improving the first draft of the Handbook. These teachers were enrolled in three graduate courses offered by the University of Illinois:

VOTEC E476, Triton College, River Grove, Illinois
VOTEC 476, University of Illinois, Urbana, Illinois
VOTEC 459, Downers Grove High School, Downers Grove, Illinois

Special thanks is extended to two very competent and efficient secretaries:

Mrs. Nancy Sotzing - July 1 - December 15, 1973
Mrs. Charity Armstrong - January 1 - July 15, 1974

FOREWORD

Each new movement in education seeks to be responsive to larger cultural concerns. So it is with career education in American schools in the 1970's. Many people believe students deserve to become better informed about the world of work. They also believe that the school and community should provide the wherewithal to promote this learning. Initially, the search for career guidance leadership has focused upon the office of the school counselor. When properly supported, this person's education and experience seem most appropriate to coordinate a learning program which has very personal significance, as well as larger implications for society at large.

The primary objective of this Handbook is to describe for the Counselor-Coordinator an array of career-relevant activities, and the personnel and materials which make them functional. Each of these activities is currently used or has been proposed by counselors whose programs have been judged to be exemplary. Refinement from a larger list has been achieved by reference to a Position Paper on Career Development, prepared by the AVA-NVGA Commission on Career Guidance and Vocational Education.

Each section of the Handbook presents a program objective and a series of obligations to challenge the Counselor-Coordinator to provide leadership for career guidance. The task which remains for the Counselor-Coordinator is to blend selected activities and suggested tasks with resources (figures and references) to implement the program objective.

The project staff has assumed that functional utility is the ultimate criterion by which this Handbook is to be judged. To that end, we have sought to make it:

a. sufficiently inclusive to be of interest to numerous users

b. generalizable across school populations

c. timely, yet suggestive with regard to the uncertainties of tomorrow

d. sufficiently stimulating to lead both to action and to reflection

e. practical, readable, informative and reliable

Counselors, teachers, administrators, parents and students have had an opportunity to review and comment on initial versions. The materials are ready now for more intensive and extensive evaluation. Project sponsors have seen fit to arrange a series of presentations to that end.

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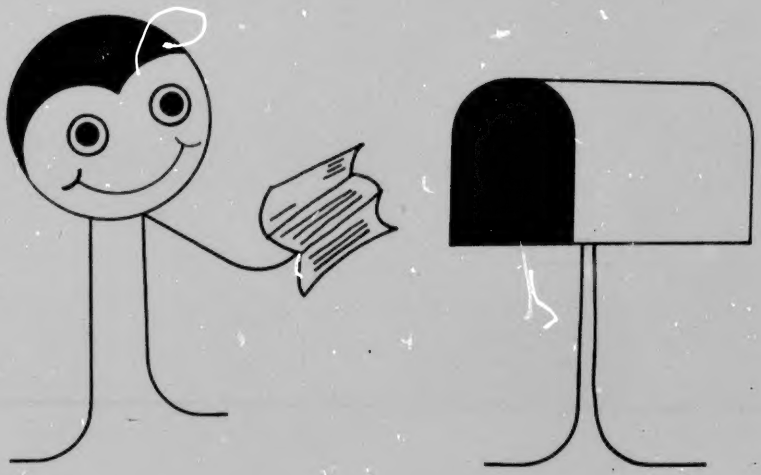

You have been appointed . . .

EASTWOOD HIGH SCHOOL
District 110
Anytown, Illinois 6_____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

July 1, 197

Mr. Fred Councillor
6223 South Main Street
Anytown, Illinois 6_____

Dear Fred,

Last evening the Board of Education confirmed your appointment as Coordinator of Career Guidance. The contract calls for 11 months, with a month for vacation.

The Board's discussion of your assignment went very much as did mine with you. Essentially, five broad duties have been defined. They are as follows:

1. Inform people about Career Guidance activities at Eastwood.
2. Arrange effective ways to assist students in program selection.
3. Develop a program of curricular and counseling activities which will help students make informed and meaningful career choices.
4. Organize placement for jobs and further education.
5. Conduct a follow-up program.

In one form or another, many of these activities go on now. We want to make certain that a "career emphasis" is built into each of them and into some new activities.

We understand that exemplary programs have the following characteristics in common:

Students make wise use of school and community resources to develop their career capabilities.

Large numbers of community residents are involved as career role models, and as advisors to the Career Guidance Program in the school.

Teachers, counselors and administrators promote adult and student interaction to gain career understanding and skill development.

These are the criteria we will use to judge Career Guidance at Eastwood.

Perhaps the two of us should have an early look at the budget items which cover Career Guidance activities. Call or write at your earliest convenience.

Very truly yours,

J. C. Banker
Superintendent

JCB:cfa

Attachments

P.S. I have attached a copy of the statement for the Board, in which I proposed that we move ahead vigorously to implement Career Guidance concepts at Eastwood. You will note that the statement includes competency criteria for the coordinator of Career Guidance.

Memorandum

TO: Eastwood Board of Education

FROM: The Superintendent

Topic: Proposal to expand Career Guidance, and to appoint a Coordinator of Career Guidance

For many years, the State of Illinois has taken a leadership role in preparing young people for the world of work. As we each recognize, however, there are still large numbers of young people who leave high school unprepared to earn or to make decisions about how they should prepare themselves to earn. It is my purpose at this time to suggest that we redirect the student personnel program at Eastwood to feature Career Guidance. A Career Guidance program would have these objectives:

1. Acquaint students with career opportunities and options;
2. Teach students to recognize preferences and choices, and how they may be used to make career decisions;
3. Provide a vehicle by which the entire staff can contribute to the development of career skills and abilities.

In keeping with practice in exemplary programs, Career Guidance at Eastwood will be a "team" effort. I will appoint a Guidance Coordinator who knows program activities, and who knows how each member of the team can contribute, i.e. what teachers can do to enhance career growth, what counselors can do to foster career decisions, and what administrators can do to facilitate teaching and counseling for career goals. In addition, the coordinator will be prepared to help us involve large numbers of local citizens in our efforts to achieve the three objectives outlined above.

Any well-conceived school begins with an informed public and ends with well-prepared students. The second of these obvious facts serves to remind us that vigorous follow-up arrangements are needed so that Board members will have evidence as to what is (and is not) achieved when we add this new dimension to our total educational program. One would assume that this evidence would include data as to the whereabouts of our students for at least five years after they depart our classrooms, together with feedback from them as to which elements in their experiences were appropriate, and which were deficient for their purposes.

As you can see, this is a broad undertaking, and the selection of a person for the coordinator's role is crucial. The attachment describes criteria for the selection of a Coordinator. The suggestions come from a statement which has been adapted by the American Vocational Association and the National Vocational Guidance Association.

Attachment

CAREER GUIDANCE COORDINATOR

A GUIDE TO GREATER COMPETENCY[1]

The competencies needed by the one person assigned responsibility for coordination of the Career Guidance program are as follows:

1. A thorough understanding of career development theory and research;
2. Skills in group process, human relations and consultation;
3. A knowledge of curriculum and how curriculum is developed;
4. An understanding of the relationship between values, goals, choices and information in decision making;
5. A knowledge of the history of work, its generic and its changing meanings;
6. An understanding of the changing nature of manpower, womanpower and economic outlooks; and
7. Familiarity with various strategies and resources for facilitating career development, including the utilization of the school, the community, and the home.

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[1] With adaptations, from AVA-NVGA, "Position Paper on Career Development," AVA-NVGA Commission on Career Guidance and Vocational Education, 1972. American Vocational Association, 1510 H St. N W, Washington, D. C. 20005

6223 South Main Street
Anytown, Illinois 6_____
July 10, 197

Superintendent J. D. Banker
District 110
Eastwood High School
Anytown, Illinois 6_____

Dear Superintendent Banker:

Thank you for your letter of confirmation. If you are free, I'd like to hold a planning session with you on the morning of Wednesday, July 17. I'll be in your office at 9 a.m.

I've been thinking about each of the five elements you include in a career guidance program. Each seems to lend itself to a preparation, implementation and evaluation phase. In fact, I've already started a notebook which includes these five major sections. I'll bring it with me on Wednesday. Perhaps we can use it as a guide to our mutual efforts.

Very truly yours.

Fred Councillor

one year later

June 15, 197___

Superintendent J. D. Banker
District 110
Eastwood High School
Anytown, Illinois 6_____

Dear Superintendent Banker:

Thank you for the support you have provided career guidance activities during the past year. It has been graciously given; students, staff and school patrons have been most appreciative.

As I think back on the year, I believe it appropriate to enter into the record the many new responsibilities staff members have undertaken. If you haven't done so, I hope you will comment on these accomplishments when you have occasion to visit with the following people:

the principals - who helped us identify and incorporate into our program many new people and new instructional materials.

the counselors and vocational teachers - who have demonstrated for the rest of us ways to work with students, and to make the most of new resources whether they be people, places, or things.

the teachers - who have revised instructional procedures to help students understand themselves as well as the facts in the textbooks.

In addition, I'd like you to join me in conveying to the members of the advisory committees our special appreciation to them for a task well done. You see, I want them to know we need them again next year. And, by the way, if any leave our community before the fall term begins, the incumbents would like you to use the following criteria in selecting replacement(s):

People who think career guidance is a good idea
People whose presence broadens the total spectrum of representation
People with a reputation for reciprocal involvement in community ventures
People whose interests extend far beyond their own company and their own job
People who are oriented to the future : "some to one year, others to five, still others to twenty"

Yours for a better year next year,

Fred Councillor
Career Guidance Coordinator

FC:bc

Memorandum

TO: Fred Councillor July 10, 197__

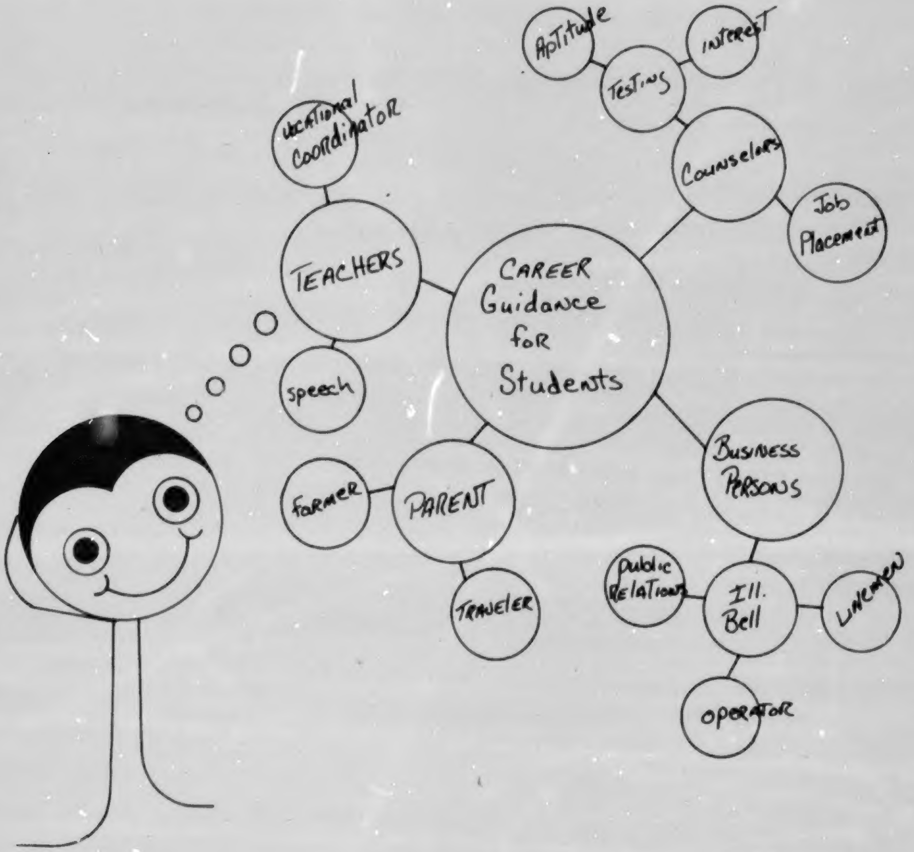
FROM: The Superintendent

I have your letter of June 15. The suggestions are quite appropriate, and you can count on me to follow through as you have suggested.

We are indebted to you and to all who provided input for the Career Guidance activities this year. You have "turned our program around," and we are grateful.

Now we can work on some refinements.

JDB


Vocational Coordinator
TEACHERS
speech
CAREER Guidance for Students
Aptitude
Testing
Interest
Counselors
Job Placement
PARENT
Farmer
Traveler
Business Persons
Public Relations
Ill. Bell
Linemen
Operator

Coordinator's Plan for Involvement

SECTION A - Informing the School and Community About Career Guidance

The Coordinator's tasks are

to

inform himself	about the people who provide access to communications channels.
	about the career activities for students which have been (and could be) described to the public.
then	
initiate activities	to expand reporting
and	
cooperate with others	to get the career guidance idea incorporated in their information.

> The objective is
>
> to make certain that students, staff, parents, and patrons know about and understand the career guidance activities in the school.

A. How can the school and community be informed about career guidance?

SECTION B - Identifying and Choosing Programs and Courses

The Coordinator's tasks are

to

articulate	for three student populations
registration and other "deciding activities"	incoming students incumbent students departing students
and	and for faculty and staff
arrange special activities	for subgroups that
testing counseling seminars	are not well served by traditional arrangements.

> The objective is
>
> to provide seminars, counseling, and testing to help students choose courses and activities they recognize to be career relevant for them.

B. How can students identify and choose programs and courses?

SECTION C - Determining Experiences Which Contribute to the Development of Career Planning Skills

The coordinator's tasks are

to	
conceptualize (See Section E)	content and organizational arrangements
and	
develop resources	materials people
to	
implement a program	i.e. orchestrate the inputs

> The objective is
>
> to identify and make available to school staff, the material and people resources which can clarify school-work relationships for students.

C. What experiences contribute to the development of career planning skills?

SECTION D - Helping Students Seeking Employment and/or Further Education

The Coordinator's tasks are

to

prepare the designated person(s)

to

provide services

leading to

part-time or full-time

employment and/or education

for three audiences

- students
- employers
- institutional representatives

The objective is

to provide appropriate counsel and help for students seeking jobs, continued educational opportunities and/or both.

D. What is appropriate help for students seeking employment and/or further education?

SECTION E - Collecting and Using Follow-Up Evidence

The Coordinator's tasks are

to

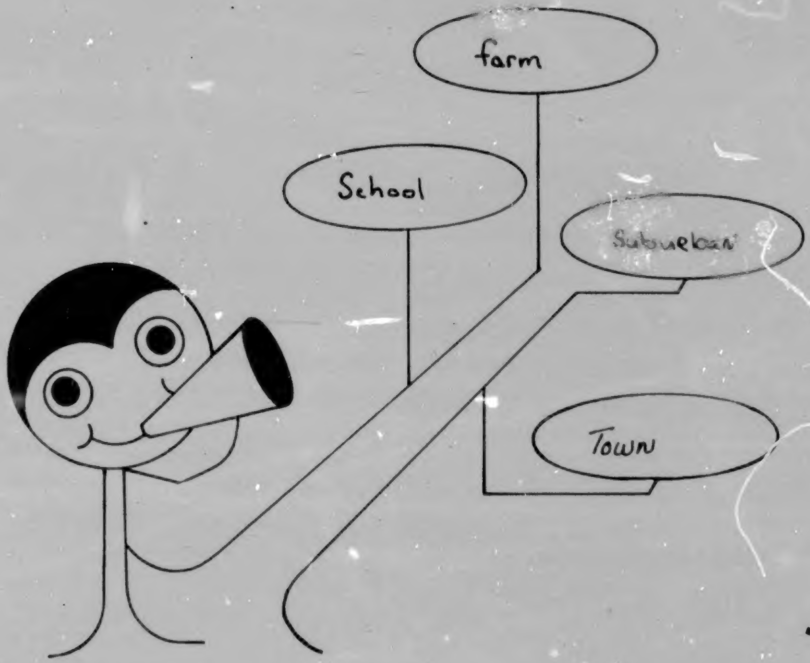
specify	evidence to be collected procedures to tap the sources of evidence	
then		
implement arrangements	for data	collection analysis reporting
and		
initiate action	to integrate recommended changes in plans for the ensuing year.	

The objective is

> to collect evidence which contributes to knowledge about student competence and to program planning to increase student competence.

E. How can follow-up evidence be collected which contributes to program planning?

A. INFORM


farm
School
Suburban
Town

How can the school and community be informed about career guidance?

GUIDE TO CONTENTS

SECTION A - Informing the School and Community About Career Guidance

The objective is

> to make certain that students, staff, parents, and patrons know about and understand the career guidance activities in the school.

Coordinator's Obligations — Page

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2. Plan Optimum Coverage for Each Activity 4
3. Get Involved in Each Event 5
4. Find Out What and/or Who was Overlooked 6
5. Evaluate and Replan Activities 7

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2. Letting the Citizens' Organizations Help 17
3. Bringing the Community Into the School 23
4. Going Into the Community 29
5. Providing Written Material About the School 39
6. Disseminating Information Through the Mass Media 51
7. Providing Information About Opportunities for Students with Special Needs 55

COORDINATOR'S OBLIGATIONS

Obligation 1 - Know the Media and the People

Get acquainted - fill in the blanks

Media	Contact Person*	Topics and Dates
Radio Station(s)		
e.g. WDWS	Larry Stewart	Sports all year
Newspaper(s)		
Television		
Display Advertising		
School Paper		
ours		
input schools		
receiving schools		

Other Community Resources

	Contact Person	Topics and Dates
Service Clubs:		
Booster Clubs:		
Advisory Committees:		
Others:		
e.g. Junior Achievement		

*Check (✓) those who would make good members of an advisory committee.

Obligation 2 - Plan Optimum Coverage for Each Activity

. Make plans

- coincide with others

  other personnel who initiate public releases

  e.g. Administrators, athletic and drama coaches, music directors, coop coordinators, etc.

  1. Get to know these people.

  2. Understand their informing activities.

     e.g.: Smith - band director

     Uses media and a booster club.

- to publicize new or heretofore unnoticed activities with career guidance implications

  e.g. shop and repair services
  use T.V. fall (when lawnmowers are being stored)

  e.g. classroom appearances of career representatives

  use Newspapers year round

. Summarize Your Plans - Construct a Calendar of Significant Career Events

- for students and patrons

  include: informing activity to accompany each event and,

  confirmation of sponsors' approval.

Obligation 3 - Get Involved in Each Event

- One week before each event on your calendar
  - offer your cooperation to the sponsor to
    - arrange media coverage
    - prepare releases
    - distribute releases
    - make phone calls
- Day(s) of the event(s)
  - participate in whatever way(s) is (are) most appropriate
  - make notes on
    - school personnel who expressed interest
    - new format suggested by participants
    - efforts which didn't pay off
  - clip (or make notes) on releases which appear, committee minutes distributed, etc.
- After the event - next day if possible
  - accumulate notes, clippings, etc. in a file folder
  - talk with the sponsor to get suggestions for improving quality and/or quantity of information next year
  - compliment individuals responsible for successful events

Obligation 4 - Find out What and/or Who was Overlooked

- With the help of an ad hoc advisory group which includes participants and planners
  - agree on reasons for
    - small crowds (or large crowds)
    - unexpected demand (or absence of demand) for new course(s)
    - teacher hesitancy to get involved (or desire to get involved)
    - lack of understanding (or unusually good understanding)
  - identify
    - new Career Guidance activities to be featured next year
    - new resources (people, money, facilities) to be available next year to facilitate informing
  - specify
    - which resources are most appropriate for purposes of different events
    - overlooked activities which public should learn about

Obligation 5 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

INFORMING

	0	1	2	3	4	5	Needs attention 1 year plan	Needs attention 5 year plan
1. Students know about career guidance activities.	☐ Poor	☐	☐	☐	☐	☐ Excellent	☐	☐
2. Staff used all local resources for informing the public about career related activities.	☐ Poor	☐	☐	☐	☐	☐ Excellent	☐	☐
3. Parents and patrons exhibit informed views on career guidance activities.	☐ Poor	☐	☐	☐	☐	☐ Excellent	☐	☐

4. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__ 1 2 3 4 5 6 7

197__ - 197__ 1 2 3 4 5 6 7

and/or describe briefly some other activity which would serve the "informing" function well:

Activity 1

INVOLVING SCHOOL PERSONNEL

Purpose of Activity	Implementors
To provide opportunities to develop an understanding of career education and career guidance activities among school personnel.	Vocational Director Principal Librarian (Local Leadership)
Suggested Tasks to Implement Activity	**Resources**
1. Establish a professional library accessable to members of the faculty that contains publications pertaining to career guidance.	Figure A.1.1 - List of Reference Texts and Periodicals.
2. Keep the professional library up-to-date by subscribing to professional periodicals. These periodicals will also suggest new texts to add to the library.	Figure A.1.1 - List of Reference Texts and Periodicals.
3. Participate in professional organizations related to career education and guidance, especially at the local or regional level. e.g. a. Illinois Guidance Personnel Association (IGPA). b. American Vocational Association (AVA). c. National Vocational Guidance Association (NVGA).	
4. Submit items to school bulletins about the plans and accomplishments in career education.	
5. Obtain permission to schedule time at faculty meetings to discuss career education and career guidance.	
6. Seek ways to be invited to departmental staff meetings. Begin by inviting other school staff to guidance meetings. The summarized resource article lists some specific tasks which can be done by a Business Education Department and the Guidance Department. This list can	Figure A.1.2 - "Are You On Speaking Terms with the Guidance Department?"

	Suggested Tasks to Implement Activity	Resources
	be easily modified to fit local needs.	
7.	Provide a positive contribution to the concerns of the other departments. Establish a rapport that is beneficial to everyone. Avoid topics and activities that would label the guidance department as self-edifying to the detriment of others.	
8.	Schedule an in-service training day centered around career education and career guidance.	
9.	Schedule an intensive workshop on career education. Invite outside "experts" and include community representatives. Or attend and help others to attend workshops scheduled by DVTE and/or state universities. A list of these workshops is usually included in State Side News.	Activity C.2, p. 17 Figure A.1.3 - Calendar of Workshops and Conferences.
10.	Take school personnel on a field trip to businesses, industries, etc. A professional leave day could be taken. Make contact through Citizen's Organizations.	Activity C.2, p. 17
11.	Establish a system whereby school personnel could receive actual on-the-job experience in key businesses or industries in your area during vacations.	Ref. 22 A Guidance Project to Investigate Characteristics, . . . of Entry Workers. . . .
12.	Encourage your community college to organize career programs in conjunction with feeder schools (including the Area Vocational Centers) into meaningful programs.	
13.	Include ample references to the Area Vocational Center, especially, and to the community college in high school catalogs and handbooks. (This is done in both Highland and Sterling High Schools.)	

Figure A.1.1

LIST OF REFERENCE TEXTS

1. Bailey, Larry J. and Stadt, Ronald. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight Publishing Company, 1973. [$8.50 - paperback]
2. Herr, Edwin L. Vocational Guidance and Human Development. Boston: Houghton-Mifflin Company, 1974. [$10.75]
3. Hoyt, Kenneth B.; Evans, Rupert H.; Mackin, Edward F.; and Mangun, Garth L. Career Education: What It Is and How To Do It. Salt Lake City, Utah: Olympus Publishing Company, 1972. [Approximately $5.00 - paperback]
4. Ligon, Mary G. and McDaniel, Sarah W. The Teacher's Role in Counseling. Englewood Cliffs: Prentice-Hall, Inc., 1970. [$5.95 - hardbound, $2.95 - paperback]
5. London, H. H. Principles and Techniques of Vocational Guidance. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973. [$10.75]
6. McClure, Larry and Buan, Carolyn. Essays on Career Education. Washington, D.C.: National Institute of Education, 1973. [$2.10]
7. Tolbert, E. L. Counseling for Career Development. Boston: Houghton-Mifflin Company, 1974. [$9.50]

Houghton-Mifflin, Inc.
110 Tremont Street
Boston, MA 02107

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Charles E. Merrill Publishers
1300 Alum Creek Drive
Columbus, OH 43216

LIST OF PERIODICALS

1. American Vocational Journal. (Published monthly, September through May by the American Vocational Association, 1510 H Street, N.W., Washington, DC 20085) [$4.00/year for non-members]
2. Illinois Career Education Journal. (Published quarterly by DVTE, 1035 Outer Park Drive, Springfield, IL 62706)
3. The Personnel and Guidance Journal. (Published monthly except July and August by the American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, DC 20009) [$20.00/year for non-members]
4. State Side News. (Published five times each academic year by DVTE, 1035 Outer Park Drive, Springfield, IL 62706)
5. Vocational Guidance Quarterly. (Published September, December, March and June by the National Vocational Guidance Association through the American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, DC 20009) [$8.00/year]

Figure A.1.2

AN EXCERPT FROM

"ARE YOU ON SPEAKING TERMS WITH THE GUIDANCE DEPARTMENT"

In an effort to develop a better working relationship with guidance personnel, the business education department could:

1. Invite guidance personnel to attend business education department meetings. Invitations to the counselors might be made on a rotating basis if the guidance department is large.

2. Conduct a survey of offices and stores in the employment area to obtain data which would point up the necessity of supplying capable business education graduates to fill the positions available. The Pennsylvania Department of Public Instruction publication, Questionnaires for the Use of a School District in Making a Survey of Business Offices and Stores and a Follow-Up Study of Graduates of the Business Course, is available as a source of reference to make such a survey.

3. Conduct a follow-up study of vocational business education graduates to obtain information which would serve as a basis for promoting the business education program with guidance personnel. A questionnaire for use in such a follow-up study is included in the publications referred to in point 2.

4. Encourage local businessmen to communicate with guidance personnel relative to the important role vocational business graduates have played in the operation of their offices.

5. Invite guidance personnel to attend a presentation on business and office occupations given to interested pupils.

6. Send each guidance counselor copies of all printed articles, especially those found in the local newspaper relative to the school's business education program.

7. Entertain the counselors of the guidance department at dinner. If a private dining room were reserved for the occasion, the business education department could present to and discuss with the guidance department the objectives of the business education program.

8. Invite guidance personnel to join the business teachers in attending those business education workshops, conferences, and conventions at which the objectives and problems of business education will be discussed.

9. Encourage guidance personnel to attend meetings of the business education advisory committee.

10. Channel to guidance personnel all literature that should be of interest to them. An example is the article "America's Most Wanted Students," from the July 27, 1965, issue of Look.

11. Prepare for each guidance counselor a list of suggested courses to be taken by pupils working toward specific occupational objectives

Source: Selden, William and Swatt, Kenneth A. "Are You On Speaking Terms With the Guidance Department," Business Education Forum, October, 1969, pp. 6-7.

Figure A.1.2 - continued

12. Submit information to guidance personnel about the success that business graduates have had in college.

13. Invite guidance personnel to accompany business education classes on field trips to business and government offices.

14. Offer to help the guidance counselors prepare a series of information dissemination activities prior to the time of the pupil's curriculum choice.

15. Assist the guidance department to maintain up-to-date occupations files within the school.

16. Develop a deeper understanding of the counseling process.

17. Invite guidance personnel to speak to the Future Business Leaders of America (FBLA) chapter on topics such as employment trends or curriculum choice.

Through one or more of these activities the business education department should:

1. Show guidance personnel how some schools have successfully provided an accelerated program for above-average pupils that would enable them to take enough academic work for college admission and also develop a salable vocational business skill.

2. Seek to develop in the minds of guidance counselors the proper image of an office occupation. For example, guidance counselors should know how qualifications, duties, and responsibilities differ between a file clerk and a private secretary.

3. Make guidance personnel aware that openings in the field of business and office occupations are plentiful for both low-level clerical workers and high-level secretarial employees and that possibilities for advancement in an office situation are excellent.

4. Explain to guidance counselors that because of a high turnover of female office employees many businessmen would be glad to employ young men in this field if they have the necessary education.

5. Show guidance personnel the relationship between high school business subjects and future course work on the college level for those pupils who plan to major in business administration.

6. Explain how technological advances in office equipment have increased the need for adequately prepared office workers and created new positions attractive to male pupils.

GUIDANCE DEPARTMENT

Personnel in the guidance department have a responsibility for keeping the avenue of communication open. The guidance department could:

1. Learn as much as possible about the business education program by analyzing the data collected through surveys of businesses and follow-up studies of vocational business graduates and discussing this information with business education teachers.

Figure A.1.2 - continued

2. Invite business education teachers to attend guidance meetings when the business education curriculum will be discussed.

3. Consult the business education department when a problem arises in counseling a pupil on a program of instruction in business education.

4. Support the business education department in their efforts to improve their program to better serve the school population and the business community.

5. Counsel each pupil so that he becomes aware of his interests, aptitudes, and abilities. Provide him with information on the widest possible range of opportunities - education and occupational. Then, encourage the counselee to decide which educational program will best enable him to achieve his goals.

SCHOOL ADMINISTRATOR

One of the primary responsibilities of a school administrator is to promote close cooperation among the departments in the school. Because of this responsibility and by virtue of his authority, the school administrator is in a unique position to bring guidance counselors and business teachers to an understanding of each other's objectives and problems. In an effort to promote a better working relationship between the two departments, the administrator, in addition to encouraging what has been mentioned, could:

1. Provide released time and reimbursement of travel expenses for guidance personnel to attend business education workshops, conferences, and conventions at which the problems of business education are discussed.

2. Establish a curriculum committee composed of representatives of each department, including the guidance and business education department.

3. Suggest that the guidance department plan a meeting at which the chairman of each department would explain his program.

4. Request that the business education department, in cooperation with the guidance department, establish a placement service for vocational business graduates. The business education department head or a business teacher should be given time to effectively administer this service.

Figure A.1.3

CALENDAR

February 4	Home Economics Joint Staff Conference, Illinois Department of Transportation, Springfield.
January 5, 12, 19 and February 26	Environmental Occupations Workshop, Mount Carmel. For more information contact Dr. Thos. Stitt, Southern Illinois University, Carbondale (618/543-2421)
January 21-23	Illinois Occupational Curriculum Project (IOCP) Workshop, Triton College, River Grove
January 23	Elementary Occupational Information Workshop, Illini School, Caseyville
February 6	Workshop for Occupational Education Teachers of Handicapped, 350 W. 154th St., South Holland
February 6	Elementary Occupational Information Workshop, Holiday Inn, Benton
February 9	Guidance Workshop in Career Education, Illinois Guidance & Personnel Association, sponsored by NW Suburban Chapter of the Harper Jr. College, Palatine
February 13	Workshop for Occupational Education Teachers of Handicapped, Southern Illinois University Center, Edwardsville
February 16, 23, and March 2, 9, 16	Environmental Occupational Workshop, Belleville. For more information contact Dr. Thomas Stitt, Southern Illinois University, Carbondale (618/543-2421)
February 20	Workshop for Occupational Education Teachers of Handicapped, Holiday Inn, Mt. Vernon

Source: State Side News, January, 1974.

Activity 2

LETTING THE CITIZEN'S ORGANIZATIONS HELP

Purpose of Activity	Implementors
To utilize the contact and knowledge that members of school-community organizations have in order to inform the whole community about Career Education and the Career Preparation Program available in the community school(s). NOTE: The major organization suited to this purpose is the Citizens Advisory Council. However, your P.T.A. or similar organizations may be equally effective.	Academic Teachers Vocational Teachers Vocational Director Principal (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Recognize and encourage others to consider the significance of citizens' advisory organizations and the role of such an organization as a continuous liason between the school and the community. All of the activities in this section should take advantage of the special role these organizations can play.	Figure A.2.1 - The Place of Citizen's Organizations.
2. Distribute checklist "What An Advisory Council Can Do" to all organization members and school personnel. Then encourage full use of the citizens organizations in the ways specified in the checklist.	Figure A.2.2 - "What an Advisory Council Can Do".
3. Do not assume that members are automatically contacting others in the community. They should be explicitly encouraged to do so!	
4. Make the council's membership list readily available to interested persons in the community.	

Figure A.2.1

THE PLACE OF CITIZEN'S ORGANIZATIONS

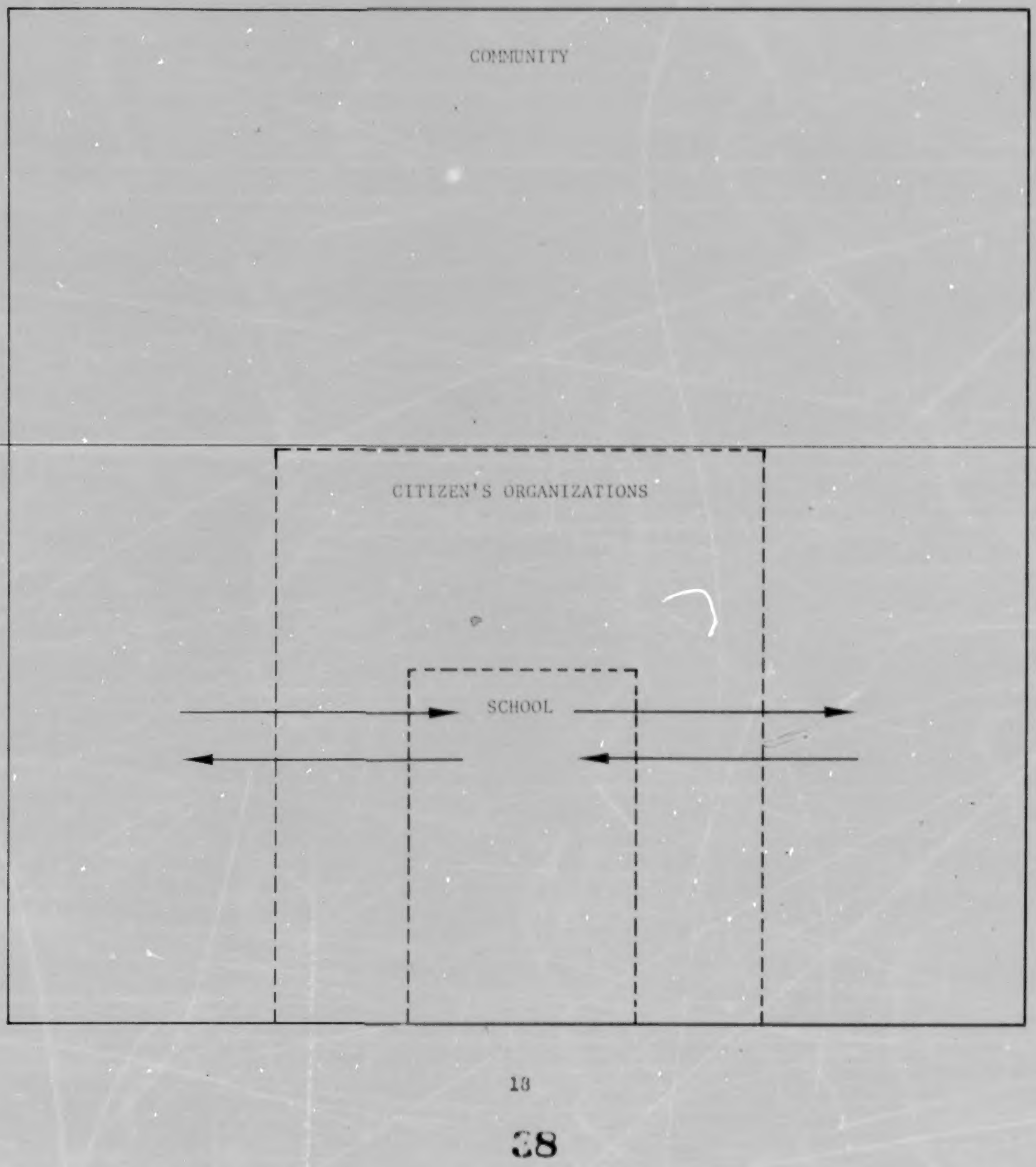
COMMUNITY
CITIZEN'S ORGANIZATIONS
SCHOOL

Figure A.2.2

CHECK LIST

WHAT AN ADVISORY COUNCIL CAN DO

Help For Teachers and Administrators

- Assisting school administrators and instructors in establishing a philosophy of career education
- Assisting in the preparation of measurable objectives for career programs and courses
- Maintaining all advisory council activity on an advisory status only, but at the same time realize the school needs your assistance to insure community relevance to local educational careers
- Assisting in establishing career education programs and advising on the use of proper criteria of evaluation
- Extending your expertise for clinics, in-service workshops, seminars and training programs to school career education faculty
- Assisting in establishing teacher qualifications for specific career occupation teaching
- Identifying substitute or resource instructors from the community to assist regular teachers in the classroom and/or teach in specialized program areas both day and evening
- Assisting in preparing job descriptions on which course content may be used
- Suggesting general occupational abilities necessary for a graduate of an occupational area to have in order to compete in the community job market
- Providing criteria for awards and prizes to outstanding students
- Identifying potential training stations for the placement of students in cooperative education programs
- Arranging meetings to establish cooperative relationships between the schools and industry (also parents in high school or elementary schools)

Student Career Selection, Placement and Evaluation

- Assisting in public relations procedures both externally and internally to encourage young people to consider vocational and technical education to include:

  assisting in the formulation of a speaker's bureau to make speeches to civic clubs, career day meetings, etc.

  assisting in establishment of procedures for approaching parents to provide vocational and/or technical information

Source: Division of Vocational and Technical Education. Advisory Council Member. Bulletin No. 29-672. Springfield, Illinois: Division of Vocational and Technical Education.

Figure A.2.2 - continued

providing ideas for taking steps to acquaint younger students and teachers in lower grades with the programs

considering ideas for a system of visits to vocational center area schools to acquaint them with the programs available to them

assisting in procedures for approaching and providing information for guidance counselors who help encourage students into the programs

* Assisting in the establishment of criteria and qualifications necessary for students to apply for admission to the vocational-technical programs, including use and interpretation of aptitude tests for student self analysis

* Providing information concerning desirable aptitudes, education and experience preferred for entry-level jobs and in the area of higher job level specialization requiring advanced training

* Arranging plant and/or field visits for students and instructors (also parents in high school or elementary) that are interesting and educational, and which in some instances may serve as classroom instruction as relevant to work experience information

* Providing specialized vocational literature to teachers, counselors, parents and students; such as occupational folders, brochures, pamphlets, etc.

* Assisting the instructors in the formation of accurate, realistic, specialized instructional projects for group and individualized instruction

* Assisting in the development and obtaining of qualification, certification and licensing tests, including apprenticeship requirements to be used for initial employment of graduates

* Participating in and helping to interpret surveys of local industry manpower needs, job availability, anticipated employment in the community and identification of employment areas

* Assisting in placement of students in part-and full-time employment and advise in job placement of career program graduates

* Assisting in establishing certain vocational-technical programs as recognized sources for craft apprenticeships

* Assisting with procedures for continuous evaluation of the programs and follow-up evaluation of graduates for program accountability which spotlights the value of the program or programs to the community and its employment needs

Figure A.2.2 - continued

Educational Programs Pertaining to Career Information and Community-Parent Involvement

- * Evaluating and issuing supporting recommendations on budgetary requests, physical conditions, adequacy of equipment and supplies, laboratory shops, classrooms, etc.
- * Assisting in the development and periodic evaluation of course content to assure its being up to date in meeting the changing skill and knowledge needs of the community, and employment area for business and industry
- * Obtaining needed school equipment and supplies on loan, as gifts, or at special prices
- * Assisting in the establishment of standards of proficiency to be met by students and helping with job analysis and task analysis in specialized areas
- * Assisting in the development of school procedures concerning the kinds and volume of production work or "live jobs" to be produced by students so that this work will be of instructional value in the educational program
- * Establishing and helping to maintain a library of specialized visual aids, magazines, and books concerning industry and business in conjunction with the school library
- * Assisting in the development of special educational and training programs for disadvantaged and handicapped students conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc., in accordance with the needs of the community and representatives of the administrative agency
- * Assisting in the development of evening school skill improvement and technical courses for employed personnel on the continuing adult level
- * Assisting in the development of apprenticeship and on-the-job training related courses, in accordance with recommendations of local craft representatives and their specialized requirements
- * Arranging plant or field trip visits for teachers to upgrade their teaching background in particular occupational areas
- * Providing, whenever possible, training resources, i.e., raw materials, finished products, equipment, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops
- * Assisting in making cost studies for specialized programs and courses
- * Assisting in establishing sequence of courses for proper student development in order that graduates will have proper training in job cluster areas to compete in the job market
- * Seeking the cooperation, when needed, from other agencies for career education

Figure A.2.2 - continued

Public Relations

- * Supporting career education in its direct relationship to the activities of local and state school officials, boards and legislative groups
- * Helping to obtain speakers to address trade and civic groups, school banquets and assembly programs which concern the development of career programs
- * Assisting in arranging for publicity subject to school review, by using their contacts with news media--such as newspapers, trade magazines, radio and television stations--that would not otherwise be available to the school
- * Participating in radio and T.V. programs designed to sell career education to the public
- * Participating in an "open house" for students, parents and other adults in the community
- * Inviting teachers, counselors, administrators and students to visit various plants and businesses

Activity 3

BRINGING THE COMMUNITY INTO THE SCHOOL

Purpose of Activity	Implementors
To make the school personnel and physical facilities available to citizens who want to see the school in action.	All School Personnel ____________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Make the community feel welcome and needed when they come to the school. Many adults will be uneasy about entering a school uninvited.	
2. Mail out "back-to-school" letters to parents in September inviting them into the school, and/or write an explicit newsletter invitation.	Figure A.3.1 - Letter to Parents. Figure A.3.2 - Invitation in Newsletter.
3. Invite parents and community leaders to "open houses," "career nights," etc.	Activity C.10, p. 45
4. Invite parents and other citizens to speak to students in classes.	Figure A.3.3 - Utilization of Resource People in the Classroom. Activity C.8, p. 41
5. Invite community organizations to meet in the school (Scouts, 4-H, etc.).	
6. Provide specific adult programs. e.g.:	
a. A community swim program for adults (his has been useful at Black Hawk Community College in Moline to introduce the public to their new campus.	
b. Continuing education classes. Frequently, the most popular courses are those directly related to career training. This "hands on" experience with school equipment allows the adults to realistically evaluate the strengths and weaknesses of what the taxpayers are providing their young people. At Highland High School, two of the guidance counselors offered a continuing education course in career decision making which included group and individual guidance contact.	Figure A.5.3 - Guidance Department News.

Figure A.3.1

EASTWOOD HIGH SCHOOL

District 110

*Anytown, Illinois 6*__________

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Parents,

School is in session once again. Your sons and daughters have filled the hallways and classrooms. Teachers and staff have made plans and are already well into "Unit I." Football games are scheduled, bus routes are established, and summer memories are fading.

But something is missing. Someone is not here who is needed very much. Who can it be?

YOU!

Eastwood High School is your school, too. We need you. Come join us as we all work together to facilitate the growth of your child and the preparation for his or her place in our community.

We will be contacting you soon to invite you to a particular program concerning your child. Meanwhile, please feel free to drop-in and look around.

See you soon,

Figure A.3.2

KNOW YOUR SCHOOLS

Highland Community Schools, Unit District No., 5, Highland, Illinois
Olin W. Stratton, Supt. of Schools
September 28, 1973

"COME VISIT WITH US"

Our theme for this year to our parents, and other citizens is "come visit with us." Since we are working with your children, we should have a common goal. Your child's teacher, principal and superintendent welcome you.

The Board of Education and staff are sincerely working to do the best possible job under very trying circumstances. Our school continues to grow and while some temporary solutions may correct a small part of the problem, a major building program is inevitable.

The longer it is put off, the more costly it becomes in terms of dollars and more importantly in terms of lost opportunities for our students.

Will you help us plan for the future as well as present needs of our most improtant product --- children?

IN TODAY'S PAPER

Page 1 - A message from Mr. Stratton
Page 2 - For your information
Page 3 - Our School Calendar
Page 4 - High School
Page 5 - High School
Page 6 - Junior High

Figure A.3.3

UTILIZATION OF RESOURCE PEOPLE IN THE CLASSROOM

A. **Purposes**

1. To provide occupational expertise not normally available from staff and students
2. To aid instructors in their efforts to keep the course content relevant and current to the actual occupations
3. To make the course more interesting to practical, occupationally-minded students--to relieve the boredom of the same instruction with the "same old stuff"
4. To develop a relationship with community resources that will allow them to play an integral part in the educational programs of the local institutions
5. To provide accurate and usable employment information, particularly as it concerns job relations factors, such as, worker personality, working conditions, responsibilities, opportunities, etc.
6. To provide students with the opportunity to meet with community workers who can serve as sources of information and possible future employers
7. To provide varied viewpoints within an occupational area
8. To provide career information in a specific occupational field
9. Hopefully, to improve the student's zeal for learning in his chosen field

B. **How to Obtain Resource People**

1. If the guidance department is working in vocational areas and will cooperate in obtaining resource people, then it is recommended that guidance personnel procure the resource people according to the instructor's request
2. If the guidance department is unproductive in this, then get together with a group of other vocational instructors in cooperation with the administration to compile a list of prospective resource people usable in certain situations
3. From a prearranged list of resource people with varied backgrounds, types of work and personalities, pick the one who will best fit the situation, subject matter, and expertise that you are seeking
4. The procurement of the resource person should be by those best acquainted with that person, such as, you, other instructors, another businessman, the advisory committee, a student, a friend of yours, an administrator, guidance personnel, etc.
5. A Chamber of Commerce committee
6. A service club committee of the community

C. **Procedure in Obtaining a Resource Person**

1. If the resource person is a member of a firm, be sure permission of top management is obtained to use members of the firm. Management encouragement will not only provide the necessary release time from his job, but will provide the recognition the employee desires and will motivate him to do a better job in the classroom. Without management approval, many prospective resource people will be reluctant to accept under normal circumstances. Many educators follow the practice of contacting the person they want in the company, then asking that person to contact top management for the release time. This procedure works best when you are acquainted with the person and his status with his company.
2. After obtaining the approval of the resource person, set the date to come to the school at least two weeks in advance, preferably 30 days. Send him a letter or

Source: Division of Vocational and Technical Education, State of Illinois.

card of acknowledgement and thanks for his acceptance immediately after the contact. Send a reminder card showing the date, time, room number and building, if necessary, your office location, and your name (if not personally acquainted), one week in advance. Then, call the resource person's place of work either the day before or the day he is expected. Be sure to obtain an acknowledgement that he is aware of the appointment and that he plans to be there at the appointed time.

3. Always have the resource person come to the school one-half hour ahead. If possible, either meet him personnally or have someone meet with him to talk over the purpose of his visit and what he plans to say.

   a. Note: It is imperative that the resource person understand that he is not selling his individual company, nor is he recruiting for specific jobs. He is in the classroom to provide information reguarding a certain occupation. This is necessary to prevent other companies in the same field from being unhappy about the resource person you choose to address your class. He should also be careful of the usage of trade terms that would need defining to uninformed students.

4. During this one-half hour before class, discuss with the resource person the student "interest sheet" that will be collected from each student at the end of his presentation. Explain that this is not an evaluation of his talk, rather it is used to determine whether the student felt that the talk was given:

   a. On the students' level of understanding

   b. What he actually understood about the subject matter

   c. Whether the student would suggest greater or less detail the next time that occupation is discussed.

   Allow the resource person to see the "interest sheets" if he requests it. If he is a potential repeater, it may help him to adjust his presentation to be of greater interest to the class.

5. Encourage a discussion period at the end of the presentation.

6. Instruct your students as to the type of questions they should ask of a resource person. For example: avoid the tendency by some students to say, "How much do you make?" Encourage them to ask, "What is the range of income on your type of work in this area?" etc.

7. Be sure to introduce your resource person to your immediate administrative superior. This makes both the administrator and the resource person feel that they are a part of the overall effort. In short, give the resource person the "V.I.P." treatment. He deserves it.

8. Obtain accurate and adequate background information about the resource person in order that you may give him a good introduction to the students. Also, be sure you know the proper spelling of his name.

9. Mail an appreciation letter to your resource person within a couple of days and send a copy to his management. This causes him to feel appreciated, enhances his prestige, and if he is good, makes it more probable that he will accept a return request later. Be sure to sign the letter personally or over the signature of the department head.

D. **Criteria**

1. Must have an obvious background of experience in the employment area that you desire to demonstrate to the class.

2. Must have a genuine interest to help the student. Often they will say, "I've always wanted to teach."

3. Must view the acceptance of the assignment as a challenge to their own abilities, after you explain what you need.

4. Must have the personality to "project" their knowledge to other people. Remember, more businessmen have been and are training and instructing people all the time---their own employees or the employees assigned to them as supervisors. Most will have had group meeting and instruction experience---not in the classroom, but under work circumstances.

5. Does not have to be a member of supervision or management. Often the man on the job is the best resource person and often will reflect the approach the student will need for employment after graduation. Management has observed also that often when the man on the job is asked to explain his work before students, he takes greater subsequent pride in his work.

6. Must have a "positive outlook". A negative approach is discouraging to students. Avoid those who feel "no-one knows anything but me," or those who would say, "I wouldn't recommend my type of work to anyone."

7. Must have the ability and willingness to stay within the subject matter area that you desire for your class. Be sure you give him a clear understanding of this in advance with a time limit. Avoid long dissertations on a businessman's past successes, etc. This usually is boring to the average student.

All this sounds complicated. You will, however, find that it is simple and easy to work with after the initial beginning. The use of good resource people in your classes will enhance the respect that you have in the eyes of your students and will tend to increase your prestige as an educator in the community. Your administration also will often appreciate the better community relations.

Activity 4

GOING INTO THE COMMUNITY

Purpose of Activity	Implementors
To give community residents an opportunity to see the students' and teachers' skills in practice and alert the community to the strengths of the school's training program, and to show the community that the school appreciates its support.	Guidance Counselors Vocational Teachers Department Chairpersons Vocational Director ____________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Appear at community functions.	
a. Join several community organizations.	
b. Make a list of community organizations and periodic community events and record the date and type of the last visit from your school.	
c. Maintain a "speakers list" of school personnel who are willing to speak at meetings.	
1) Include non-speaking demonstrations.	
2) Distribute to community officials and organizations.	
3) Up-date at least yearly.	
d. Prepare a speech to serve as a guide for prospective speakers.	Figure A.4.1 - Career Education Sample Speech.
e. Involve students as speakers and as performers or demonstrators.	
f. Develop an informal network of citizens and have informal gatherings in the homes of these citizens.	
2. Provide Community Service Projects.	
a. Provide for adult supervision (either from the school or from the community), but let the students organize and direct activities.	
1) This could be a class project.	

Suggested Tasks to Implement Activity

2) This could be part of a "club" program of work.

b. Encourage volunteer participation. If it appears appropriate to reimburse the students for their time, solicit in advance the advice of appropriate businesses or professional services in the community. Student service projects should complement rather than compete with established businesses.

3. Visit in homes, offices and on-the-job.

a. Establish a list of community, industrial, business and professional leaders.

b. Make contact for an appointment in advance, preferably by telephone, or by mail. Later visits may be on a drop-in basis if the individual situation warrants this approach. Find out where the person feels most comfortable - at home or on-the-job.

c. Learn as much about the person to be visited to aid in maintaining conversation associated with his or her interest and responsibility.

d. Provide follow-up contact.

1) Invite the person to school.

2) Send a thank-you note or telephone a thank-you.

3) Be sure to provide answers to any questions that might have been raised.

Resources

Figure A.4.2 - Examples of Community Projects.

Figure A.4.1

SAMPLE SPEECH EXPLAINING CAREER EDUCATION TO A COMMUNITY GROUP

Note: Every opportunity should be taken to make the speech personal by involving the speaker's experiences, the experiences of the students, and the experiences of the listeners. Know the audience.

Build upon this speech with the program of the local school(s).

Attachments may be presented as handouts, projected as transparencies, (overhead projector) or drawn on a chalkboard or flipchart. Use color where possible.

This speech will last about ten to fifteen minutes as it is presently written.

* * * * * * * * * * * * * * * * * * * *

Thank you ____________________________ for the opportunity to be here with you. I trust that this opportunity reflects your concern for the future of your children and your neighbor's children. Since most of them are going to spend most of their adult life on-the-job in some career, it is important for us to help them prepare for this part of their lives.

It isn't easy anymore for a young person to choose a career. Our society is so highly technological, industrialized and automated that the number of jobs and careers is staggering even to the experts. It's hard enough sometimes to make choices and decisions from a relatively small list of possibilities. We can decide, for example, whether we want the beef dinner or the fish dinner. But when we are offered several different dishes of fish or beef, the choice becomes more involved. In choosing a career, we are offered thousands of different possibilities. We cannot afford to let this important choice be based upon haphazard circumstances.

Students in our school(s) deserve a firm base upon which to make choices and plan for their futures. The job market is tight, but there have always been plenty of good opportunities for the young person who is properly trained, who is trained in needed fields, and whose training fits his own personality.

We also know today that most persons will make several job changes in their lifetime, sometimes moving to completely new occupations. Some of these changes will be forced upon the individual, while others are voluntary based upon the individual's perceived chances of getting ahead and enjoying his or her work. Workers who are totally at the mercy of the system serve neither themselves nor the system well. We all need an education that will prepare us for the world of work as it really is.

What then is career education? There are many good definitions around now. I like the one given by Kenneth B. Hoyt, who is a central figure in the U. S. Office of Education and has written many books and articles on career education. He says:

> Career education is . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual.

This definition assumes that everyone will work as adults. We may occasionally be dissatisfied with the kind of work we are doing, but to have no positive contribution to make to society through work is a very rare situation.

The stress here is on everyone. We are not talking here about helping the academically less able student find some place to pick up a few dollars. We are talking about helping all students determine how they are going to best live out a rewarding and satisfying life--satisfying to themselves and to society. We must remember that they are not going to make a career decision overnight. Determining a career is nearly as slow a process as growing itself. Each student will have his or her own timetable and route for growing, but we do have some general ideas of what a career map for developing a career should be. [Attachment 1]

Even as early as kindergarten, students need to be exposed to the value of work and to information about some careers. About grade 4 or 5 the student should begin to develop an awareness of his or her own abilities and aptitudes, and at grade 7 begin to explore what it is like in the world of work. At this level the student can choose and rechoose from the complete range of occupations. By the 9th or 10th grade a student is ready to explore a particular cluster* of occupations in depth and may begin to develop some specific entry level skills. During the final years in high school the student either takes the prerequisites for further education and training or fulfills intensive skill training for job entry.

You may by now be asking yourself how this relates to the vocational and technical courses we have had in the junior and senior high school for many years. (How many of you were asking that?) How many of you took a business, agricultural or shop class when you were in high school? (an appropriate comment on the response) These classes are useful, and indeed for many students are the key to their career development. But it is only a part of the total picture. [Attachment 2] suggests that vocational and technical training is part of the total career education program in the school(s), just as career education is a part of the total school curriculum. No one in career education is arguing for the elimination of any of the academic programs, but through career education the students can better see how their school experiences will be of use to them after they graduate. Some of the students may never enroll in a vocational course in the school, but they should all be guided and assisted in the process of career development.

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*The five clusters used in the state of Illinois are: Applied Biological and Agricultural Occupations; Business, Marketing and Management Occupations; Health Occupations; Industrial Oriented Occupations; and Personal and Public Service Occupations.

You are also probably looking at the largest box in the figure [Attachment 2] which is the community. One of the most important points in career education is the need to involve nonschool individuals in helping the students develop their careers. A total team approach is needed, involving

--teachers

--guidance counselors

--administrators

--parents

--community leaders

--employers

--fellow students

Parents and neighbors are probably already helping students in many of the facets of career education, but these efforts can be coordinated and reflected in what the school is doing. That is to say, the school personnel do not always have the personal contact with the student that is needed to respond to his or her particular needs. When parents and neighbors are helping, they can assist the school to know what a student needs.

There is in our school a career guidance coordinator, Mr. _______________, whose job it is to assist other members of the career guidance team in

Figure A.4.1 - continued

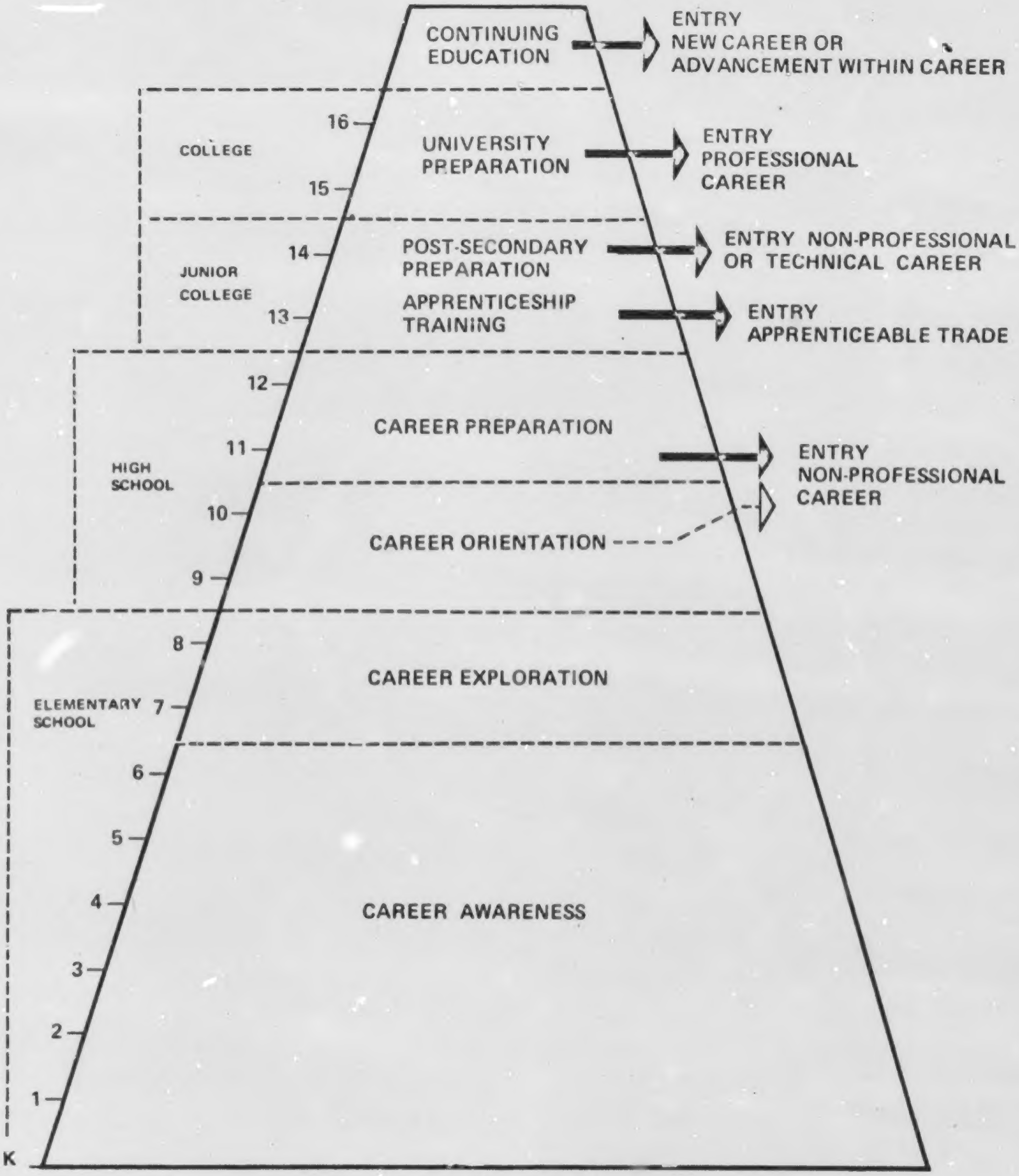
helping the students. He is eager for you as parents and citizens and community leaders to come to the school and learn more about your role in career guidance. Some of the basic areas, for example, where you could help are:

1. Identifying students for particular school programs, such as those offered in conjunction with the Area Vocational Center.
2. Providing information and experiences about specific careers you know well. Perhaps students can come to your place of work, or you can come to the school and talk to the students.
3. Assisting staff to help find part-time earning/learning jobs for students while in school and full-time jobs after leaving school.
4. Helping to evaluate the school's programs.

There are many more details I could give you, but let me stop now and let you ask me questions.

Figure A.4.1 - continued

(ATTACHMENT 1)
State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
1035 Outer Park Drive
Springfield, Illinois 62706


CONTINUING EDUCATION
ENTRY NEW CAREER OR ADVANCEMENT WITHIN CAREER
COLLEGE
16
15
UNIVERSITY PREPARATION
ENTRY PROFESSIONAL CAREER
JUNIOR COLLEGE
14
13
POST-SECONDARY PREPARATION
ENTRY NON-PROFESSIONAL OR TECHNICAL CAREER
APPRENTICESHIP TRAINING
ENTRY APPRENTICEABLE TRADE
HIGH SCHOOL
12
11
10
9
CAREER PREPARATION
ENTRY NON-PROFESSIONAL CAREER
CAREER ORIENTATION
ELEMENTARY SCHOOL
8
7
6
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3
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1
K
CAREER EXPLORATION
CAREER AWARENESS

Career Education
ILLINOIS MODEL

Figure A.4.1 - continued

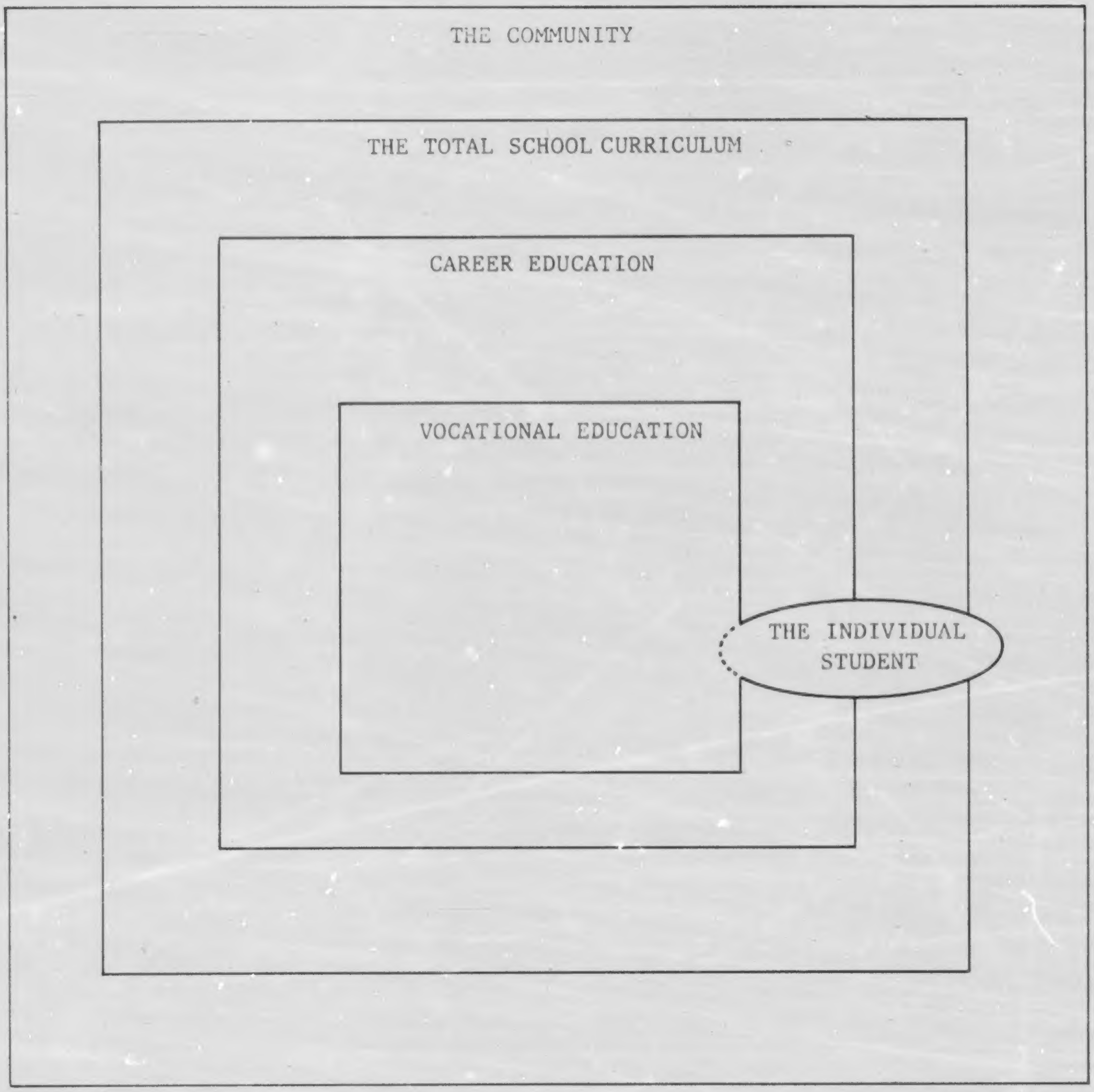

THE COMMUNITY
THE TOTAL SCHOOL CURRICULUM
CAREER EDUCATION
VOCATIONAL EDUCATION
THE INDIVIDUAL STUDENT

Figure A.4.2

IDEAS FOR COMMUNITY SERVICE PROJECTS

1. Typing/Steno service.
2. Auto repair service - common at many Vocational Centers.
3. Wood and metal construction.
4. Health and child care service.
5. Service to senior citizens.
6. Printing service.
7. Lawn and garden consultation (plant trees).
8. Playground equipment set up and maintenance.
9. Household small appliance repair.
10. Music instruction. (Teachers at Chicago Vocational School assist professional musicians to improve their scoring and composition skills.)

Activity 5

PROVIDING WRITTEN MATERIALS ABOUT THE SCHOOL

Purpose of Activity	Implementors
To provide details about programs that can serve both to introduce the community to what the school is doing and to communicate specific information.	Media Coordinator Guidance Counselors Vocational Director Department Chairpersons ________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Prepare a school catalog or student handbook.	
a. Determine the title based upon local attitudes. The distinction between catalogs and handbooks is not clear. In general, a handbook is smaller and its content directed more to the needs of presently enrolled students.	
b. Review existing catalogs and handbooks from other schools in order to establish several alternatives in content and format. e.g.: Illinois Central Valley High School at Chillicothe Quincy Area Vocational Center	
c. Develop a tentative table of contents.	Figure A.5.1 - Sample Table of Contents.
d. Include a generous use of visual aids (photographs, characters, colors), interesting and appropriate quotations, a clear statement of contents, and a useable index.	
e. Distribute as widely as possible. Do not limit distribution to students. Leave a few copies in waiting rooms (doctors' offices, barber and beauty shops, etc.).	
f. Update yearly.	

Suggested Tasks to Implement Activity	Resources
2. Prepare newsletters.	
a. Establish a regular schedule (such as monthly) so that the community will know when to expect newsletters.	Figure A.3.2 - Invitation in Newsletter.
b. Limit the length of items and the total newsletter to the bare essentials.	
c. Stress accomplishments and coming events. (For example, use a filled-in calendar.)	Figure A.5.2 - Calendar of Events.
d. Include guidance department news.	Figure A.5.3 - Guidance Department News.
e. Include plenty of telephone numbers and names of school personnel.	Figure A.5.4 - Names and Telephone Numbers.
f. Encourage student input.	
g. Distribute widely - to each household in the community.	
3. Prepare flyers. Cover only one topic on a flyer. Make them simple to read and include drawings/art work.	Figure A.5.5 - Flyer.
4. Use Calling Cards. Include as much pertinent information as possible. One style can be easily folded at three places to a size that will fit well in a billfold.	Figure A.5.6 - Calling Card.
5. Prepare Posters. A good example in color is available from the American Vocational Association. Distribute widely such as at shopping centers and recreational facilities.	Figure A.5.7 - A.V.A. Poster.
6. Prepare specific program Brochures. These can be available with catalogs, at places such as doctors' offices and beauty or barber shops.	Figure A.5.8 - Brochure.
7. Provide Window and Bumper Stickers. Black Hawk College at Moline has made these available free at registration in an attempt to make its sticker as popular as the "STP" sticker.	
8. Use community organizations, such as the Chamber of Commerce or Welcome Wagon to disseminate information.	
9. Use advertising space donated by businesses.	

Figure A.5.1

TABLE OF CONTENTS - SCHOOL CATALOG

1. Maps of the school - campus and internal.
2. List of staff.
3. Calendars of events.
4. History of the school.
5. Objectives and philosophies.
6. Policies and rules.
7. Admissions and registration.
8. Fees.
9. Financial Assistance.
10. Services - including career guidance.
11. Organizations and Activities.
12. Awards and Honors.
13. Courses and Programs.

Figure A.5.2

INFORMATION

Saturday, September 22, 1973, Mr. Stratton received the distinguished Service Award for School Administrators presented at the Phi Delta Kappa Meeting in Carbondale, Illinois.

kys

JOIN THE PTA OF YOUR CENTER THIS YEAR!!

Parents of Seniors........Graduation.

Announcement orders will be taken Wed., Nov. 7, 1973, over the lunch hours in the auditorium lobby. This early date is to accommodate our mid-year graduates.

kys

NO SCHOOL

October 8------------------COLUMBUS DAY
November 12---------------VETERAN'S DAY

OCTOBER CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1. Sophomore FB at O'Fallon	2. Grantfork P.T.A. Greenhand Initiation 8:00 P.M. in Aud & Ag.Rm.	3. Cross Country Highland Invitational Here	4. Freshmen FB at O'Fallon	5. Bethalto FB There Cross Country Waterloo Invitational There	6.
8. Columbus Day No School Sophomore FB Bethalto There Cross Country Jacksonville Invitational T.	9. Alhambra P.T.A.	10. Jr. Varsity Cheerleading Try Outs 4:15 P.M. in Jr. High Gym	11. Freshmen FB Bethalto Here Tom Watt Sales Night 6:30 PM Home Ec. Rm 11	12. Wood River FB Here End of 1st 6 wks	13. SW Area FBLA Conference At Alton 8:30 AM - 1:PM Coronation 8: PM H.H.S. Gym
15. Sophomore FB Wood River There Cross Country Bethalto There Highland P.T.A. H.S. Assembly First Gear 10:AM	16. Evening Concert First Gear 7:30PM in Aud.	17. Cross Country Conf. Meet at Triad	18. Freshmen FB Wood River There New Douglas PTA. Modernaires & Spirit of '76 Sing at Highland Manor 1:30-2:PM	19. Roxana FB Here	20.
22. Sophomore FB Roxana There Board Meeting	23. PSAT/NMSQT Pre-College Test for Juniors District CC Meets	24. International Fellowship Tea 4:30 Home Ec Room 11	25. Freshmen FB Roxana There 4:PM Modernaires & We Six sing at Chastains 1:30	26. Triad FB There	27.
----------------	----------------	------American Education Week----		----------------	----------------
29. Sophomore FB Triad Here	30.	31. Halloween	Nov. 1 Freshmen FB Triad Here Modernaires sing at Alhambra 7:45 P.M.	Nov. 2 Jerseyville FB Here End of 1st 9 Wks.	Nov. 3 State Final Cross Country Meets

Figure A.5.3

HIGHLAND HIGH SCHOOL

GUIDANCE DEPARTMENT NEWS . . .

Pre-College Test for Juniors planning to enter 4-year colleges, Oct. 23, cost $2.50, sign up in Guidance Office.

Application to Colleges should be made after Oct. 1---especially to U of I and ISU (special education majors).

ACT, SAT Test Dates remaining for 12th graders--December, February, April.

Vocational Test for Seniors Oct. 25 at HHS...to help students select appropriate area of vocational study.....free, sign up in Guidance Office.

16 Seniors to Graduate at Semester--Requirements: Meet all regular requirements for graduation, have permission of principal. counselor, parents. Diploma awarded in May.

SIU-E Instant Admissions Program now available at HHS for seniors..makes applying to SIU easy and fast...SIU-E rep. visits here in fall and spring.

College Planning Workshop for Seniors held last Mon. & Tues. to make college planning easier..49 seniors attended.

College Planning Workshop for Juniors will be held Oct. 2-3, students sign up in Guidance Office to attend.

College Reps Visiting HHS: 9/19-Ill. College; 9/26-SIU-E; 10/3-McKendree; 10/11-Bradley; 10/23-Millikin; 10/31-Monmouth. Juniors and Seniors are welcome to visit with representatives.

Counselor Program for Parents Thurs. nights during Adult Ed. Oct. 4- discussion on college admissions; 18th-junior college & vocational programs; 25th financial aid...remaining Thursday nights for individual appointments....sessions are free....attend as many as you like.

Applications For ISSC Financial Aids Program (for seniors planning to attend a school in Ill.) available in November.

Parents Encouraged to Call Counselors about any of the above information..654-2106...Mr. Schmalz, Mr. Homann, Miss Holthaus.

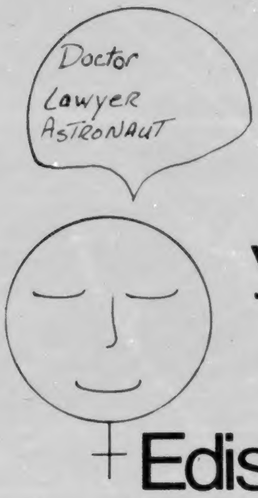
Figure A.5.4

OFFICE OF ADMISSIONS NEWSLETTER VOL. II NO. I
BLACK HAWK COLLEGE 6600 34th Avenue Moline, Illinois 61265 309/755-1311

DIRECTORY OF PERSONNEL - Any time you have questions concerning Black Hawk College, feel free to contact any of the people listed.

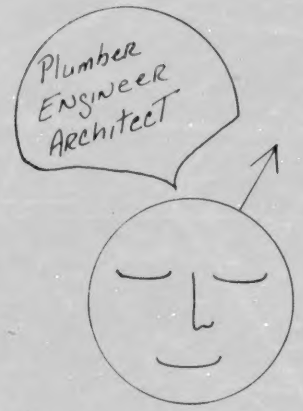
Charles J. Carlsen	(Ext. 264)	Dean of Student Services.
Bart Schiermeyer	(Ext. 385)	Director of Admissions and Records. Admissions and registration information.
Gene Masters	(Ext. 382)	Director of Counseling. Information concerning career programs and the guidance and counseling services.
Dave Sprenkle	(Ext. 375)	Director of Financial Aids. Information about the various forms of financial assistance and the procedure for applying.
Denton Smith	(Ext. 204)	Director of Athletics, Intramurals and Community Recreation.
Fred Peterson	(Ext. 381)	Coordinator of Transfer Programs. Information concerning programs which lead to a Bachelor's Degree. Also, information on Black Hawk College's Academic Advisement Program.
Sue Schauenberg	(Ext. 382)	Counselor.
John Parker	(Ext. 382)	Counselor - Basketball Coach.
Heather Holding	(Ext. 382)	Counselor.
Larry Crawford	(Ext. 382)	Placement Officer. Assists students with employment opportunities after attending Black Hawk College and also coordinates job opportunities while attending Black Hawk College.
Patti Bufe	(Ext. 346)	Admissions Specialist. Assists in the admissions and recruitment of students.
Dorothy Kramer	(Ext. 346)	Registrar. Information concerning registration, class schedules, grading systems, etc.
Charles Stewart	(Ext. 396)	Director of Student Activities and Affirmative Action Officer.

Figure A.5.5



you can be Anything you want to be

(or can you)



Edison P.T.S.A. presents

"role determinations in education: children in whose image"

A PANEL PRESENTATION AND INFORMAL DISCUSSION ON CAREER SELECTION AND STEREOTYPES IN EDUCATION WITH GUEST SPEAKERS

PROF. DOROTHY MATTHEWS - ASSOC. PROF. OF ENGLISH, U. OF ILL., SPECIALIST IN ADOLESCENT AND CHILDREN'S LITERATURE;

MR. GARY SIEGEL - Ph.D CANDIDATE IN SOCIOLOGY, U. OF ILL., SPECIALIST IN OCCUPATIONAL CULTURES;

DR. SUSAN ROHRER - RESEARCH ASSOCIATE AND ASST. TO THE DEAN, U. OF ILL. SCHOOL OF BASIC MEDICAL SCIENCE: AND

MRS. HELEN RADEMACHER - COUNSELOR, EDISON JR. HIGH SCHOOL

Mark your Calender Now
For a Stimulating Evening
Wed. Dec 5th, 7:30 p.m.
at The Edison J.R. H.S. Cafeteria

Black Hawk College, a pioneer among Illinois' Junior-Community Colleges, was founded in 1946 as an extension center of the University of Illinois. In 1948, Moline School District No. 40 took over its operation and it existed until 1962 as Moline Community College.

In January, 1962 the school became the first district junior college in the state and was named Black Hawk College, continuing to hold classes in the old Moline High School Building.

On January 14, 1965, the college accepted 47.1 acres of land from the Black Hawk Industrial Development Company and at the same time appointed the architectural firm of William Bendtrock & Associates to develop plans for a new campus and buildings.

Ground was broken November 9, 1967 for the first building at the site of the new campus, 6600 - 34th Avenue, Moline. Additional acreage has been acquired since the original donation so that the Moline campus now covers 146 acres.

Building	Occupied	Sq. Ft.	Cost
Lib., Adm., Cls Rm (Bldg. #1) and Science-Tech (Bldg. #2)	Jan. 1970	200,770	$ 6,223,303
Health, Nursing, & P.E. (Art & Music classes are also located here) (Bldg. #3)	Mar. 1971	113,693	4,366,716
Student Center (Bldg. #4)	Aug. 1971	39,588	2,454,070
Total		354,051	$13,044,089

The above figures include development of site, as well as the purchase of fixed and movable equipment. The actual cost of buildings alone averages $27 a square foot which is under the $30 per square foot guideline established by the Illinois Junior College Board.

The year 1967 also saw the establishment of an East Campus in Kewanee where classes were held for the first time September 11, 1967.

A 102 acre site, five miles south of Kewanee at the junction of State Highway 78 and U.S. 34, was purchased as a permanent location for the East Campus by the Black Hawk East Foundation in January, 1969. On April 20, 1970 ground was broken for four interim buildings which were ready for occupancy September 14, 1970. Constructed of brick and concrete, they contain 24,860 square feet, and cost $204,000.

There are four types of educational programs offered by both campuses:

—Transfer, or university parallel
—Career, or occupational training
—Liberal Studies, a non-traditional approach
—Community Services, including adult continuing and adult basic education.

During the 1972-73 academic year the college served more than 14,000 persons in 51 different locations throughout the district, including the Quad-Cities Campus, Storefront Learning Center and Alpha Center. The breakdown of persons served is as follows:

Type of Student	Quad-Cities Campus	East Campus	Total
Transfer	3,210	700	3,831
Career	2,892	481	3,452
Adult continuing	2,639	1,046	3,685
Adult Basic	2,177	240	2,417
Community Service	1,404	—	1,404
	12,322	2,467	14,789

The college district, officially known as Illinois Public Junior College District No. 503, covers nearly 1,400 square miles in parts of eight counties — Rock Island, Henry, Mercer, Knox, Stark, Bureau, Marshall and Whiteside — and serves an estimated population of 225,000.

The district is served by the following staff:

Full-time faculty (including adult continuing and adult basic)	148	Part-time faculty (including adult continuing and adult basic)	106
Supportive services (full and part-time)	163	Administration	11
		Total	428

In 1972 the district had an assessed valuation of $869,636,909 and the tax rate levied per $100 of assessed valuation was as follows:

Education Fund	12¢ per $100
Building Fund	2¢ per $100
Bond & Interest Fund	6.3¢ per $100

The total operating budget for 1972-73 was $5,345,379.

BHC

BLACK HAWK COLLEGE BOARD OF TRUSTEES

Frank Hayes, chairman, Moline

Warren Hadley, Cambridge
Stuart R. Lefstein, Rock Island
Gust E. Lundberg, vice chairman, Kewanee
Kenneth D. Moburg, Moline
John D. Raschke, Geneseo
Julian C. Stanley, Jr., Rock Island

ADMINISTRATIVE OFFICERS

Dr. Alban E. Reid, president
Dr. Richard J. Puffer, vice president for academic affairs and provost Quad-Cities Campus
Robert Dan, vice president for administration and finance
Dr. Max F. Wingett, vice president for academic affairs and provost East Campus

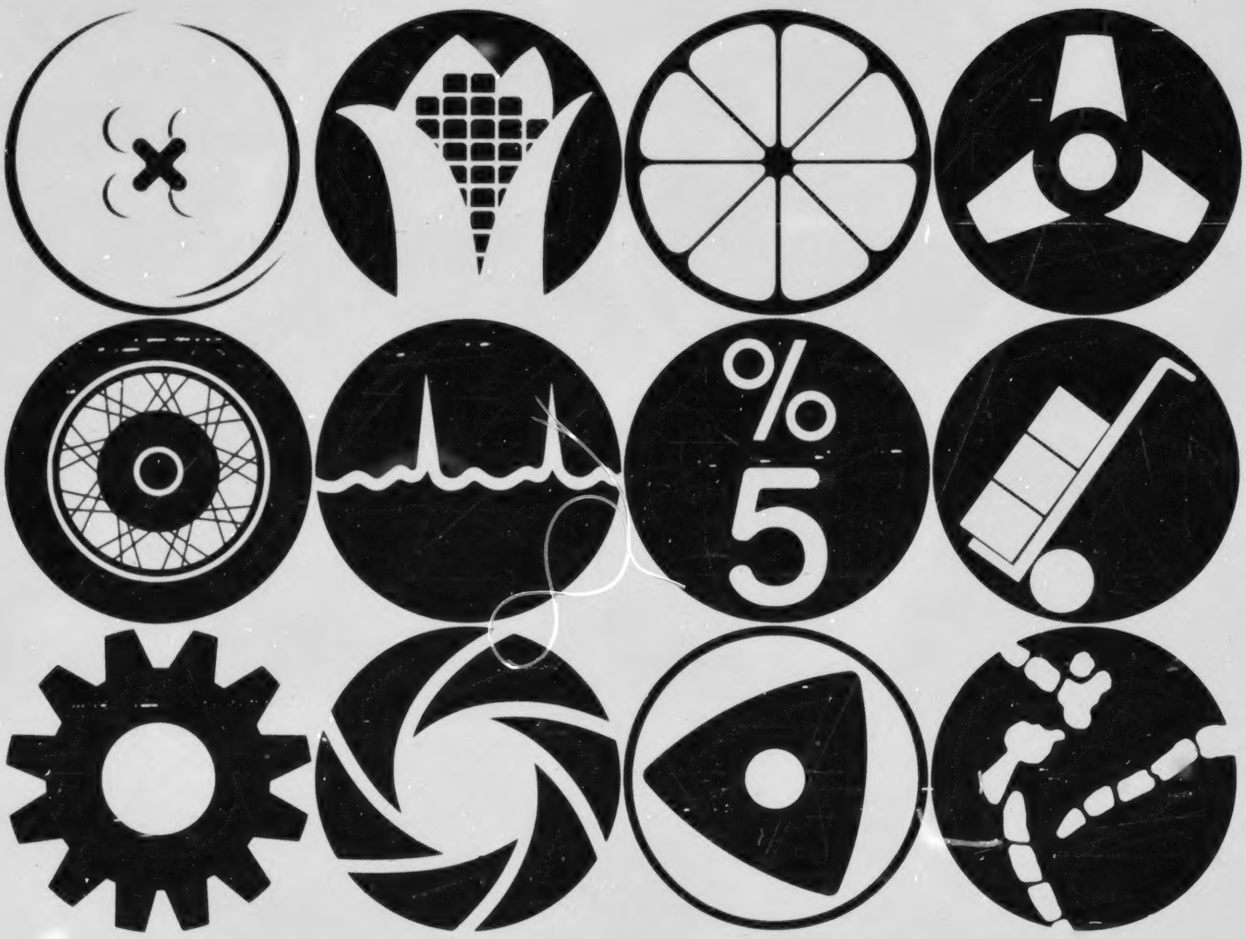
LARRY CRAWFORD
College Placement Officer

BLACK HAWK COLLEGE—6600 34th AVE., MOLINE, ILL 61265
(309) 755-1311

Figure A.5.6

Figure A.5.7

Vocational Education Is For Everybody



Prepared by the American Vocational Association

Figure A.5.8

DOES EACH HIGH SCHOOL STUDENT HAVE A COUNSELOR?
Yes. A student or parent may contact the counselor of his choice at any time. To make sure that every student is offered counselor assistance, each counselor takes responsibility for a certain group of students with whom they maintain contact until they leave school.

HOW DOES A HIGH SCHOOL STUDENT GET HELP FROM A COUNSELOR?
All high school students are encouraged to talk with the counselor of their choice at any time. A student may just stop by the guidance office or complete a conference request form which notifies the counselor to call that student in during a study hall period. Each high school student is contacted by a counselor sometime during the school year to discuss progress in school, future plans or any other area of concern to the student.

WHAT IS THE PURPOSE OF ELEMENTARY GUIDANCE?
Elementary school guidance services emphasize the early identification of pupils who need special assistance with their growth and development. The elementary counselor consults with teachers and parents and supports the total school program in providing for the total growth and development of all pupils.

HOW DO ELEMENTARY GUIDANCE SERVICES DIFFER FROM HIGH SCHOOL GUIDANCE SERVICES?
In general, elementary counselors spend more time working with parents, teachers, and other adults to help children. High school guidance services are aimed more directly toward the student himself and concentrate on encouraging him to become increasingly more self-aware, self-disciplined, and self-directing.

CAN A COUNSELOR HELP A STUDENT GET BETTER GRADES?
Sometimes. If the student is sincerely interested in improving his study habits, the counselor can work out a plan with the student for self-improvement.

HOW CAN PARENTS WORK WITH A COUNSELOR TO HELP THEIR CHILD?
Any time parents feel that their child needs special assistance, they should contact the school and request a conference with the counselor. It would be worthwhile for all parents to get acquainted with the counselor at their child's attendance center to better understand the guidance services offered.

This brochure prepared by: Doris Crothers (High School Teacher), Bill Kephart (Curriculum Director), Dale Lindholm (Mossville Teacher), Gery McNaught (Director of Guidance), Mary Powers (High School Counselor), Ron Sandy (Elementary Counselor), Paul Sowers (Rome Principal), Ted Sterling (Pearce Teacher), and students in Mrs. Crothers' English classes.

Answers to Questions about GUIDANCE SERVICES

Illinois Valley Central Unit Dist. #321
Chillicothe, Illinois 61523

Figure A.5.8 - continued

WHY DO WE NEED GUIDANCE SERVICES?
Guidance services are needed (a) to identify and assist students with educational and personal difficulties; (b) to help prevent children from developing problems which could affect their education; (c) to assist students in making decisions regarding future jobs or education beyond high school, and (d) to provide students with educational and personal experiences which allow them to lead satisfying and productive lives.

ARE GUIDANCE COUNSELORS JUST FOR PROBLEM STUDENTS?
No. Counselors are for all students. They work with parents, teachers, physicians, referral agencies and others in the community to assist any student.

SHOULD PARENTS WORRY WHEN THEY LEARN THAT THEIR SON OR DAUGHTER HAS BEEN "CALLED-IN" BY A COUNSELOR?
Not at all. The purpose of most visits with a counselor is very routine such as a schedule change or an annual conference. If something more serious is involved, the counselor will usually encourage the student to talk with his parents, or, in some cases, the counselor will call the parents.

ARE SCHOOL GUIDANCE COUNSELORS THE SAME AS PSYCHIATRISTS, PSYCHOLOGISTS, OR SOCIAL WORKERS?
Definitely not. Each of these is a specialist in his own field. School counselors are especially trained to work in elementary and secondary schools. If a student is in need of specialized assistance outside of the school, a counselor will advise parents as to how and where such assistance can be obtained.

DO ILLINOIS VALLEY CENTRAL GUIDANCE COUNSELORS HAVE SPECIAL TRAINING OR QUALIFICATIONS?
Yes. All counselors in our district have met state requirements for special certification in guidance and have had successful teaching experiences prior to becoming counselors.

DO COUNSELORS WORK OUTSIDE OF THE SCHOOLS?
Yes. One of the more important services of the guidance counselors is to obtain assistance for students from community agencies. Counselors frequently refer students and parents to agencies outside of the school such as Tri-County Mental Health Clinic, Children and Family Services, Zeller Zone Center, medical doctors, Special Education Association.

WHAT IS SPECIAL EDUCATION?
The Special Education program provides special classes for children (a) with physical and mental handicaps; (b) in need of speech correction, and (c) with learning disabilities. As a member of the Special Education Association of Peoria County, our district receives services from a school psychologist and a school social worker. Two speech correctionists are employed directly by our district.

IS THE GUIDANCE DEPARTMENT RESPONSIBLE FOR TESTING?
Yes. The testing program is coordinated by the Director of Guidance. Group achievement and mental maturity tests along with individual screening tests and interest inventories are used to provide additional information about students. Such information is helpful in early identification of learning difficulties, course selections, career planning, job placement and college entrance.

HOW DOES THE GUIDANCE PROGRAM HELP EACH STUDENT PLAN FOR HIS FUTURE?
For students in kindergarten through grade eight, a program of "career awareness" is provided to better acquaint them with the world of work. When students enter high school, they are assisted in choosing courses which will provide an appropriate background for their future careers. During the sophomore year each student studies one or more career areas and is introduced to career files. Throughout high school, counselors assist students in planning for jobs and/or additional education.

DOES A HIGH SCHOOL COUNSELOR DECIDE WHICH SCHOOL SUBJECTS A STUDENT SHOULD TAKE?
No. The student and his parents are responsible for that decision. Counselors provide advice and information to help students and parents in choosing school subjects.

Activity 6

DISSEMINATING INFORMATION THROUGH THE MASS MEDIA

Purpose of Activity	Implementors
To utilize the impact and wide coverage available through mass media.	Media Coordinator Vocational Director Principal (Local Leadership)
Suggested Tasks to Implement Activity	Resources
1. Designate a news release coordinator in each school or district.	
2. Release news items to all local mass media. Encourage feature coverage by one media company, but avoid favoritism.	
3. Prepare newspaper items.	
a. Write in newspaper style, which is relatively direct and short.	Figure A.6.1 - Newspaper Article.
b. Include a wide selection of possible photographs.	Figure A.6.2 - Newspaper Photograph.
4. Participate in radio and television talk shows.	
5. Broadcast announcements.	
e.g.: Olney High School features a daily F.F.A. report during the noon market report.	
6. Use radio and television to disseminate career information and recruit students.	Ref. 41 Feasibility Study on the Use of T.V. for Public Health Recruitment. Ref. 29 Graduate, then What - Jobs in Health (Radio use).

Figure A.6.1

Unique new music program at CVS called 'vocademic'

VOCADEMIC is the odd sounding title for a unique, new program at Chicago Vocational High school this year that is making beautiful vibrations heard not only downtown, but all the way to the professional music world.

Vocademic is a combination of the words vocational and academic.

It indicates that the new music curriculum at CVS is not just a vehicle to improve the technical musical abilities of the students, but their academic skills as well.

"THIS PROGRAM aims to train the hand as well as the head.

"The hand is vocational and the head is academic and that is why I coined the expression 'Vocademic'," said Mrs. Gladys Swiney, who conceived the concept last Summer and gave birth to it this Winter.

"The new music curriculum is the most profound, most thought provoking and most sensitive new development in the Chicago school system," said CVS principal Reginald V. Brown Jr., about the pilot program spearheaded by Mrs. Swiney, head of the CVS music department.

THE PROGRAM written and arranged by Mrs. Swiney and her staff last summer after many long days of study and research, is a super 4-year high school music curriculum wrapped in overtures and overtones of African culture and smart floodlight professionalism.

When the students mainly Blacks complete this course, they are supposed to possess not only a deep and true cultural appreciation of the many musical forms, but skilled enough in the art to continue in college or to pursue professional careers.

The program is unique in its administrative structure.

IN ADDITION to Mrs. Swiney, her staff, and Mrs. Leona V. Brady, administrative consultant for vocational music and assistant CVS principal, there are two key groups upon whose shoulders have been placed the responsibility for the success of this program.

A business-professional-commercial education council was formed as a means by which direct communications with business, professional and commercial talents may be maintained.

MRS. GLADYS SWINEY

BPCEC is an important arm of the program and is headed up by an important man, Charles Suber, of Downbeat Magazine, the little bible of th professional music world.

Suber's council forms an integral part of the total Vocademic concept. It is responsible for programs and guest personalities necessary to meet program goals.

Source: The Southeast Sun. Vol. 1, No. 15, January 6, 1972.

Figure A.6.2

STUDENT OF THE MONTH. Nancy Ewing, a senior at Centennial, is this month's Cooperative Careers Education student of the month. A student in the health occupations division of the CCE program, Nancy receives high school credits for working three afternoons per week in the pediatrics section of Carle Foundation Hospital. She plans to attend St. John's Hospital School of Nursing in Springfield next year.

Source: Champaign - Urbana News Gazette. April 9, 1974.

Activity 7

PROVIDING INFORMATION ABOUT OPPORTUNITIES FOR STUDENTS WITH SPECIAL NEEDS

Purpose of Activity	Implementors
To involve community people in the school's effort to make the education program responsive to the needs of all students, especially students with special needs.	Vocational Teachers Academic Teachers Citizens Advisory Committee Special Education Teachers (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Form a committee or sub-committee within the citizen's advisory organizations. Inform the committee regarding the special needs of students and suggest how the committee can help. Plan and implement a program of work. Evaluate the results and revise plans.	Activity A.2, p. 17
2. Become familiar with the types of organizations and agencies that teachers and administrators may contact in order to coordinate programs and services for the disadvantaged.	Figure A.7.1 - Organizations and Agencies Serving the Disadvantaged.
3. Become familiar with the following agencies that may be contacted to increase coordination of programs and services for the handicapped.	Figure A.7.2 - Organizations and Agencies Serving the Handicapped. Figure A.7.1 - Organizations and Agencies Serving the Disadvantaged.
4. Search for ways and means of mainstreaming disadvantaged and handicapped students so that each will receive adequate prepartion for entry into the world of work.	Figure A.7.3 - Justification for Serving Students With Special Needs.
5. Determine employment opportunities for disadvantaged/handicapped youth and adults.	

Suggested Tasks to Implement Activity	Resources
6. Promote special programs and gain community support by:	
a. Advertisements in newspapers, and on radio and television.	
b. Announcements through posters, flyers, brochures and other visual presentations.	
c. Speaking to community groups, and local chapters of welfare organizations.	
7. Identify community businesses willing to accept student trainees who are disadvantaged or handicapped.	Activity B.6, p. 45

Figure A.7.1

SOME ORGANIZATIONS AND AGENCIES SERVING THE DISADVANTAGED

Federal Agencies (State and Local Offices)

1. Vocational Rehabilitation Agency.
2. Bureau of Indian Affairs.
3. Immigration and Naturalization Services.
4. Veterans Administration.
5. Employment Services.
6. Manpower Development and Training Administration.
7. Model Cities.
8. JOBS - National Alliance of Businessmen.
9. Job Corps.
10. National Youth Corps.
11. Community Action Program.

Education Community Groups (public and private)

1. Compensatory Education - ESEA Title I Program, Headstart ESEA.
2. Adult basic education.
3. Parent-Teachers Associations.
4. Private nonprofit schools.
5. Library services.
6. Opportunities Industrialization Centers.
7. Migrant.
8. Bilingual.
9. Dropout prevention.

Institutions for the Neglected and Delinquent

1. Correctional institutions.
2. Reform schools.
3. Orphanages.
4. Foster homes.
5. Halfway houses.

Business/Industrial Community Groups

1. Employers.
2. Private employment agencies.
3. Trade/labor unions.

Special-Interest Groups

1. National Association for the Advancement of Colored People (NAACP).
2. Congress of Racial Equality (CORE).
3. Urban League.
4. League of United Latin American Citizens.
5. American GI Forum.
6. Service Employment Redevelopment.
7. Association of Mexican American Educators.
8. Indian Tribal Councils.
9. American Indian Education Association.
10. Churches.
11. Jewish Community Centers.
12. YWCA.

Figure A.7.2

ORGANIZATIONS AND AGENCIES SERVING THE HANDICAPPED

State Agencies (local office)

1. Governor's Committee for Employment of the Handicapped.
2. Department of Welfare.
3. Public Health Agency.
4. Mental Health Agency.
5. State agency for the blind.
6. State agency for the deaf.
7. Family service agency.

Private Nonprofit Organizations

1. Mental Health Association.
2. Mental Retardation Association.
3. Associations for the blind.
4. Associations for the deaf.
5. Crippled Childrens Society.
6. Veterans groups.
7. Goodwill Industries.

Citizens Organizations

1. Civic organizations such as Kiwanis, Lions, Rotary, Elks.
2. Parents' organizations for specific handicapped groups.
3. Health professionals, such as physicians, psychologists, nurses.

Figure A.7.3

JUSTIFICATION FOR MAINSTREAMING STUDENTS WITH SPECIAL NEEDS

The Vocational Education Act of 1963 shifted emphasis from limited occupational program categories, such as Agriculture, Business, Home Economics, Industrial, etc., to people in need of educational preparation. Equal opportunity was to be given to all students which included those with special needs.

In 1968, a review of the progress made in following the mandate of the 1963 act revealed that states had not been successful in moving public school administrators to serve people with special needs. The 1968 amendments to the act of 1963 reemphasized that two groups of people shall be served: the Disadvantaged and the Handicapped.* Teeth were put into the legislative mandate by specifying that the disadvantaged were to receive 15% of the federal funds and the handicapped 10%.

Since the act of 1963 and the amendments of 1968 did not move public school educators to serve the disadvantaged and handicapped, a third step has been undertaken by people with special needs to gain their rights. With the aid of lawyers and due process of the courts, they are looking to the laws of the land demanding the rights to treatment, education, and employment.

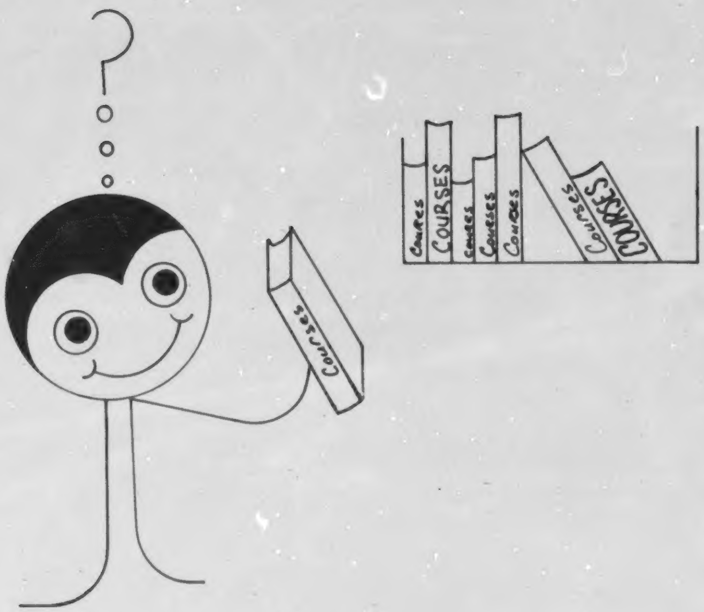
Supporters of students with special needs will not permit educators to give token consideration to their educational needs. These students must be served within the mainstream of the educational program of the educational system. The instructional staff, facilities, programs and methods must adjust and be responsive to their needs which are unlike the needs of most students.

The guidance and special education coordinators must launch the effort of the school and the community to meet the needs of students who have not been in the mainstream.

---

* See Glossary for definitions of Disadvantaged and Handicapped.

B. PLAN


Courses
Courses
COURSES
Courses
Courses
Courses
Courses
COURSES

How can students identify and choose programs and courses?

GUIDE TO CONTENTS

SECTION B - Identifying and Choosing Programs and Courses

The objective is

> to provide seminars, counseling, and testing to help students choose courses and activities they recognize to be career relevant for them.

Coordinator's Obligations — Page

1. Develop a Calendar of "Deciding Events" 3
2. Become a Specialist in Efficiency and Effectiveness 4
3. Identify the Poorly Served Students 5
4. Evaluate and Replan Activities 6

Alternative Activities

1. Identifying Students' Interests for Enrollment in Programs and Courses 7
2. Orienting Students About Occupational and Educational Opportunities 21
3. Integrating Information About Self and Career Opportunities 25
4. Coordinating and Articulating Educational Programs 41
5. Providing Information to Support Educational Programs Planned by Students 43
6. Informing Students and Others About Cooperative Occupational Education 45

COORDINATOR'S OBLIGATIONS

Obligation 1 - Develop a Calendar of "Deciding Events"

. Construct a calendar of events during registration and other "deciding" periods.

- include	incoming students incumbent students departing students
- incorporate	special events to improve the quality of decisions e.g. slide-tape presentation for incoming students deadlines for ordering test supplies, forms, etc.
. Distribute the calendar	to all staff members
. Arrange*	a needs-assessment project. learn all you can about undecided students programs oversubscribed programs undersubscribed trends in student program requests student knowledge about career planning

Testing:
____
____
____
____

Counseling:
____
____
____
____

Seminars:
____
____
____
____

---

*With the help of the Guidance Committee and selected others.

Obligation 2 - Become a Specialist in Efficiency and Effectiveness

- One week before each event on the Calendar,
  - be certain responsible staff members have
    - received the materials they will use;
    - reserved appropriate facilities;
    - reminded all participants, staff, and students about dates and times
- Day of the event
  - identify student problems

    Ask students

    staff

    special observers
  - observe accessibility arrangements:
    - which guidance and curriculum handouts are overlooked?
    - where are the long lines of students?
    - where are unused staff?
    - what facilities are idle?
- Within one week after the event
  - release information (to school authorities)

    About enrollment patterns

    interest revealed

    unresolved dilemmas

Obligation 3 - Identify the Poorly Served Students

In cooperation with the Guidance Committee

. Prepare*	summary report which incorporates feedback from the needs-assessment projects.
	reminder list of special efforts to help students make program decisions.
. Agree upon	unresolved, partially resolved, and resolved items in the summary report.
. Specify	alternative arrangements for unresolved and partially resolved items next year.
. Thank*	those who help with the needs-assessment project.

---

* The Coordinator, or his agent, produces the copy.

Obligation 4 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

PLANNING

		Needs attention 1-year plan	Needs attention 5-year plan
1. Students are making good choices of program and activities.	0 1 2 3 4 5 ☐☐☐☐☐ Poor Excellent	☐	☐
2. Staff is going all-out to remediate student difficulties in program and activity selection.	0 1 2 3 4 5 ☐☐☐☐☐ Poor Excellent	☐	☐
3. Most students are engaged in programs and activities they view as appropriate to their interests.	0 1 2 3 4 5 ☐☐☐☐☐ Poor Excellent	☐	☐

4. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__ 1 2 3 4 5 6

197__ - 197__ 1 2 3 4 5 6

and/or describe briefly some other activity which would serve the "course and program planning" function well:

Activity 1

IDENTIFYING STUDENTS' INTERESTS FOR ENROLLMENT IN PROGRAMS AND COURSES

Purpose of Activity	Implementors
To help all students select programs responsive to their expressed and measured interest, their stated plans, and other relevant considerations.	Principal Guidance Counselors Academic Teachers Vocational Teachers Special Education Coordinator School Nurse (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Contact sending schools to inventory interests associated with the five Illinois occupational areas.	Figure B.1.1 - Suggested Procedure for Using One Inventory. Activity C.11, p. 55
2. Use student surveys to determine interest in occupational areas.	Figure B.1.2 - Agricultural Interests - Student Survey.
3. Use teacher's recommendation and/or referrals.	Figure B.1.3 - Students' Recommendation Form. Figure B.1.4 - Teacher Referral Form.
4. Obtain committee recommendations when helping students select alternative programs.	Figure B.1.5 - Utilizing A Principal's Committee.
5. Review health records.	
6. Review attendance records.	Figure B.1.6 - Attendance Referral.
7. Work with the Special Education Coordinator and school psychologist to identify disadvantaged and handicapped.	
a. Mainstream students in regular programs and courses.	Figure B.1.7 - Attributes of Regular Program. Figure B.1.8 - Mainstreaming.
b. Classify students for reporting for additional reimbursement.	Figure B.1.9 - Groups Likely to Show Disadvantagement. Figure B.1.10- Classifying the Disadvantaged. Figure B.1.11 - Classifying the Handicapped.
c. Follow suggestions in DVTE publication.	Ref. 18 Occupational Education for Disadvantaged and Handicapped.

Figure B.1.1

INSTRUCTIONS FOR

THE APPLIED BIOLOGICAL AND AGRIBUSINESS INTEREST INVENTORY AND STUDENT SURVEY

Students

STEP 1. Complete survey on reverse side of this page. Print or write very carefully.

STEP 2. Print last name and first initial on the special answer sheet. Blacken with pencil the correct answer space under each letter of your name.

STEP 3. Read instructions on first page of the test booklet. Answer the 100 questions on the special answer sheet. Blacken with pencil the answer position selected.

Teachers

STEP 1. Place inventory materials on each desk before students arrive. They include:

- a. Inventory booklet (test).
- b. Instruction and student survey sheet.
- c. Machine-scoring answer sheet.
- d. Pencil (soft carbon or regular machine scoring).

STEP 2. Help students to systematically follow instructions and complete inventory.

STEP 3. Collect materials after students have completed the inventory (approximately 30 minutes).

STEP 4. *Show filmstrip, Opportunities in Agriculture.

STEP 5. *Give the brochure entitled, We Want You, to each student.

STEP 6. Score the inventory for each student following instructions included in the specimen set from Interstate Printers and Publishers, Danville, Illinois.

STEP 7. Complete for your use a summary sheet for each student. **(See specimen set for example of sheet.)

---

* Available from Vocational Agriculture Service, University of Illinois, 434 Mumford Hall, Urbana, Illinois 61801.

** Available from Interstate Printers and Publishers. Order Specimen Set No. 1293 which contains the Applied Biological and Agribusiness Interest Inventory with all forms and instruction booklet.

Figure B.1.2

THE APPLIED BIOLOGICAL AND AGRIBUSINESS INTEREST INVENTORY

Student Survey

Name______________________________ Sex: Male_____ Female_____
Last First Middle

Mailing Address______________________ Date of birth____/____/____
Mo. Day Year

Father's or guardian's name______________________________

Occupation of father or guardian______________________________

Employer of father or guardian______________________________

What experience have you had? (Check one or more.)

1. Helping with the crops on a farm .... _____
2. Helping with the livestock on a farm .... _____
3. Helping to care for small animals .... _____
4. Helping to care for a garden and flowers .... _____
5. Helping to care for a lawn, shrubs, and trees .... _____
6. Helping to care for a park or forest .... _____
7. Helping in a farm or garden supplies store .... _____
8. Helping to prepare food products for sale .... _____
9. Helping to operate farm, garden, or lawn machines .... _____
10. Helping to adjust or repair small machines .... _____

Which one of the experiences checked above did you enjoy the most? (Write in the number located to the left of the experience.)

Which of the following subjects would you like to learn more about? (Check one or more.)

1. Growing livestock and crops .... _____
2. Business and store operation .... _____
3. Mechanics and tractor operation .... _____
4. Processing and selling food products .... _____
5. Growing and selling plants and flowers .... _____
6. Soil, water, and wildlife conservation .... _____
7. Forestry and tree care .... _____
8. Job opportunities for young workers .... _____

Would you like to enroll in a high school course to study about one or more of the subjects checked above?

1. Yes_____
2. No_____

Source: Interstate Printers and Publishers.

Figure B.1.3

MATH

STUDENT'S NAME ____________________________ DATE __________________________

TO FACULTY MEMBERS: We would appreciate your frank opinion concerning this student as you see him in terms of the following questions. This information will be handled in a professional manner.

I. Please indicate quarter grades for this student thus far this year in Math:

1st Qtr ____________ 2nd Qtr _____________ 3rd Qtr _____________ (estimate)

II. Please appraise this student's math aptitude by placing an X on the scale below.

____

Remedial Lower Half Upper Half Upper Quarter

III. If this student elects Math, which course would be most appropriate for him?

Remedial Math I ___ Introductory Algebra ___ Algebra I H ___ Algebra II ___
Math I ___ M ___

IV. Do you think this student will complete High School? Yes __ No __

V. This student may need special attention for the following reason(s):

____ Irregular attendance

____ Reading difficulty

____ Health

____ Speech

____ Hearing

____ Sight

Other (please comment) ____

____

Social mal-adjustment problem (please comment) _________________________________

____

Has student been referred for Special Service? Yes ___ No ____

If yes, to whom? ____

Source: Sterling High School, eighth grade recommendation form.

Figure B.1.4

STERLING HIGH SCHOOL

REFERRAL TO COUNSELOR

DATE________________________________ TO COUNSELOR_____________________________________

REGARDING_________________________________ FROM TEACHER_______________________________

_____ATTENDANCE

_____INATTENTIVE

_____TARDINESS

_____LACK OF DAILY PREPARATION

_____POOR TEST SCORES

_____WORK TOO DIFFICULT

_____LACK OF MOTIVATION

_____READING DIFFICULTY

_____HEALTH (PLEASE COMMENT)___________

____

____

_____SOCIAL MAL-ADJUSTMENT:

- _____IMMATURITY
- _____EXCESSIVE DAY DREAMING
- _____TEMPER OUTBURST
- _____ANXIETY-NERVOUS
- _____DOES NOT GET ALONG WITH OTHERS
- _____DEMANDS INDIVIDUAL ATTENTION
- _____CRIES EASILY
- _____OVERACTIVE, ALWAYS INTO THINGS, RESTLESS "CAN'T SIT STILL"
- _____WITHDRAWN (ISOLATE)

__________OTHER____

COMMENTS:____

____

REFERRAL RECOMMENDATION FOR BI-COUNTY SPECIAL EDUCATION

_____SPEECH

_____HEARING

_____SIGHT

*PLEASE DO NOT SEND STUDENT TO GUIDANCE OFFICE WITH THIS FORM. PLACE REFERRAL IN COUNSELOR'S MAILBOX AND STUDENT WILL BE CALLED IN FOR CONFERENCE.

Figure B.1.5

UTILIZING A PRINCIPAL'S COMMITTEE

1. Form a Principal's Committee composed of district high school principals together with their guidance counselors, teacher representatives and selected citizens.

2. Schedule committee meetings and recommend students who would profit by attending the late afternoon high school in Peoria.

3. Provide the committee with student's progress report.

   Note: Students have the option to go back to their previous school after completing one semester.

4. Review and revise periodically criteria for recommending students.

Source: Late Afternoon High School, Peoria.

Figure B.1.6

ATTENDANCE REFERRAL

To: Office of Student Services

From:

Date:

Re: Class attendance

(Student's Name)________________________________has not been attending____________________________________(class.) He/She has a total of__________absences to date.

I wish the following action to be taken:

1. _____Determine the cause for student's absences. Action to be taken in the future.
2. _____Notify student that he must arrange a conference with the instructor if he wishes to remain in class.
3. _____Notify student that he must attend class or he will be dropped for poor attendance.
4. _____Drop student from class for poor attendance.

Comments:____

____

____

____

****

Action Taken:____

____

____

____

Date__________________Assigned Counselor__________________________

Source: Danville Junior College

Figure B.1.7

Attributes of a Regular Vocational Education Program

The wording of the Vocational Education Amendments of 1968 made it necessary for the U. S. Office of Education to establish a working statement for the term, Regular Vocational Education Program. One or more of the following attributes may apply to the requirement of a state to identify a regular vocational education program:

** A regular vocational education program is one that is planned and operated and meets established standards for similar programs within the rules and regulations of the State Board of Education and other certifying or licensing agencies.

** A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program depends upon the ability of the student to reach the program objectives within the specific period of time allotted.

** A regular vocational education program usually has entrance requirements, such as reading ability at a specific grade level, and physical abilities which will permit the student to use standard facilities and equipment.

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Figure B.1.3

MAINSTREAMING STUDENTS WITH SPECIAL NEEDS, THE DISADVANTAGED AND HANDICAPPED

Mainstreaming

Regular school programs can be modified to be responsive to students with special needs and will permit these students to enter the educational mainstream. Teachers must work together to identify the capabilities of disadvantaged and handicapped students and design supplemental instruction and experiences to help students succeed in regular school programs.

Ways and Means

1. Involve the school and community in planning, conducting and evaluating instruction for students with special needs who are in regular school programs.
2. Identify disadvantaged and handicapped students who can and should be served.
3. Offer an instructional program staffed with teachers competent to meet the special needs of students.
4. Modify the instructional facilities, equipment and materials to best serve students with special needs.
5. Gain the cooperation of the business community providing opportunity for work experience and employment.
6. Utilize services and cooperate with other agencies serving the disadvantaged and handicapped.
7. Guide, advise and counsel students with special needs and their parents regarding the school's program to provide for their rights to treatment, education and employment.

Figure B.1.9

GROUPS OF INDIVIDUALS MOST LIKELY TO SHOW EFFECTS OF DISADVANTAGEMENT

A. Non-English language background
  1. Spanish
  2. French
  3. Other

B. Low family income
  1. on welfare
  2. not on welfare

C. Dropouts
  1. actual
  2. potential

D. Migrant worker family

E. Dependent, neglected and/or delinquent youth
  1. Dependent and neglected youth
  2. Delinquent youth

F. Racial/ethnic groups
  1. Negro/black
  2. American Indian
  3. Spanish surnames
  4. Other

G. Adults beyond compulsory school attendance
  1. Functionally illiterate
  2. Unemployed/underemployed
  3. Offenders (confined or parole)

H. Geographic - transportation isolated
  1. Rural isolation
  2. Urban isolation

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Figure B.1.10

CLASSIFICATION OF DISADVANTAGED STUDENTS

A. Academically disadvantaged. These individuals are not succeeding or cannot succeed in a regular school program because of at least one education deficiency:

1. Language	3. Computational
2. Reading	4. General Education

B. Socioeconomic or other nonacademic effect. These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform successfully in a regular school program:

1. Hostile or defiant attitude
2. Passive or apathetic attitude

C. Economically disadvantaged. These individuals are not succeeding in the regular school program for the following reasons:

1. Geographic isolation
2. Unemployed or underemployed
3. Economic assistance needed to enter or stay in school

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Figure B.1.11

CLASSIFICATION OF STUDENTS ACCORDING TO HANDICAP

A. Mentally retarded. These individuals' rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development. Criteria for inclusion in these categories require professional diagnosis in which conditions such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation are ruled out as the primary cause of lack of ability to succeed. Mentally retarded may be classified as:

1. Educable retarded - 45 to 75 percent of normal.
2. Trainable retarded - 25 to 50 percent of normal.

It is important to note that individuals in the first group can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capability. Individuals in the second group can be trained for jobs which require single skills and in which adequate supervision is provided.

B. Learning disability which includes individuals with conditions such as:

1. perceptual handicaps
2. brain injury
3. minimal brain dyslxia
4. development asphases
5. others

C. Seriously emotionally disturbed individuals with psychiatric disturbance which limits their ability to govern their own behavior.

D. Orthopedically handicapped (crippled). These individuals have limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal or neuro-muscular impairment.

E. Visually handicapped.

1. partially sighted
2. blind

F. Hearing impaired.

1. hard of hearing
2. deaf

G. Speech impaired.

H. Other health impaired. These individuals have limited strength, vitality and alertness because of chronic health problems.

I. Multi-handicapped.

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Activity 2

ORIENTING STUDENTS ABOUT OCCUPATIONAL AND EDUCATIONAL OPPORTUNITIES

Purpose of Activity	Implementors
To provide students with educational and occupational alternatives which match their interest and abilities.	Guidance Counselors Academic Teachers Vocational Teachers (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Survey faculty to determine the extent to which programs and courses are oriented to help students learn about educational and occupational alternatives.	
2. Assist in developing a career orientation program that focuses on informing student about occupational opportunities in the five occupational areas:	Figure B.2.1 - Occupational Clusters for Each of the Five Occupational Areas. Ref. 19 Orientation Curriculum Guides.
a. Applied Biology and Agriculture.	
b. Business, Marketing and Management.	
c. Health.	
d. Industrially Oriented.	
e. Personal and Public Service.	
3. Encourage teachers to use the following instructional aids to orient students.	
a. Films.	
b. Demonstrations.	
c. Resource persons.	Activity C.8, p. 41
d. Work samples (Students perform realistic job tasks related to their occupational choice).	
e. Field trips.	Activity C.2, p. 17
f. Career Days, etc.	Activity C.10, p. 45

Suggested Tasks to Implement Activity	Resources
g. Career Development Tests.	Figure B.2.2 - Sample Items.
4. Identify members of the instructional staff who have had specialized occupational experience and use them as occupational resource specialists.	
5. Invite upper class students to talk about occupational opportunities and educational programs. Use officers in student clubs such as the FFA, FHA, HERO, DECA, etc.	
6. Encourage students to do a self-directed search for occupations that match their interest, aspiration, and ability. Use Holland's Self-Directed Search.	Figure B.3.4 - Commonly Used Inventories.

Figure B.2.1

OCCUPATIONAL AREAS IN ILLINOIS

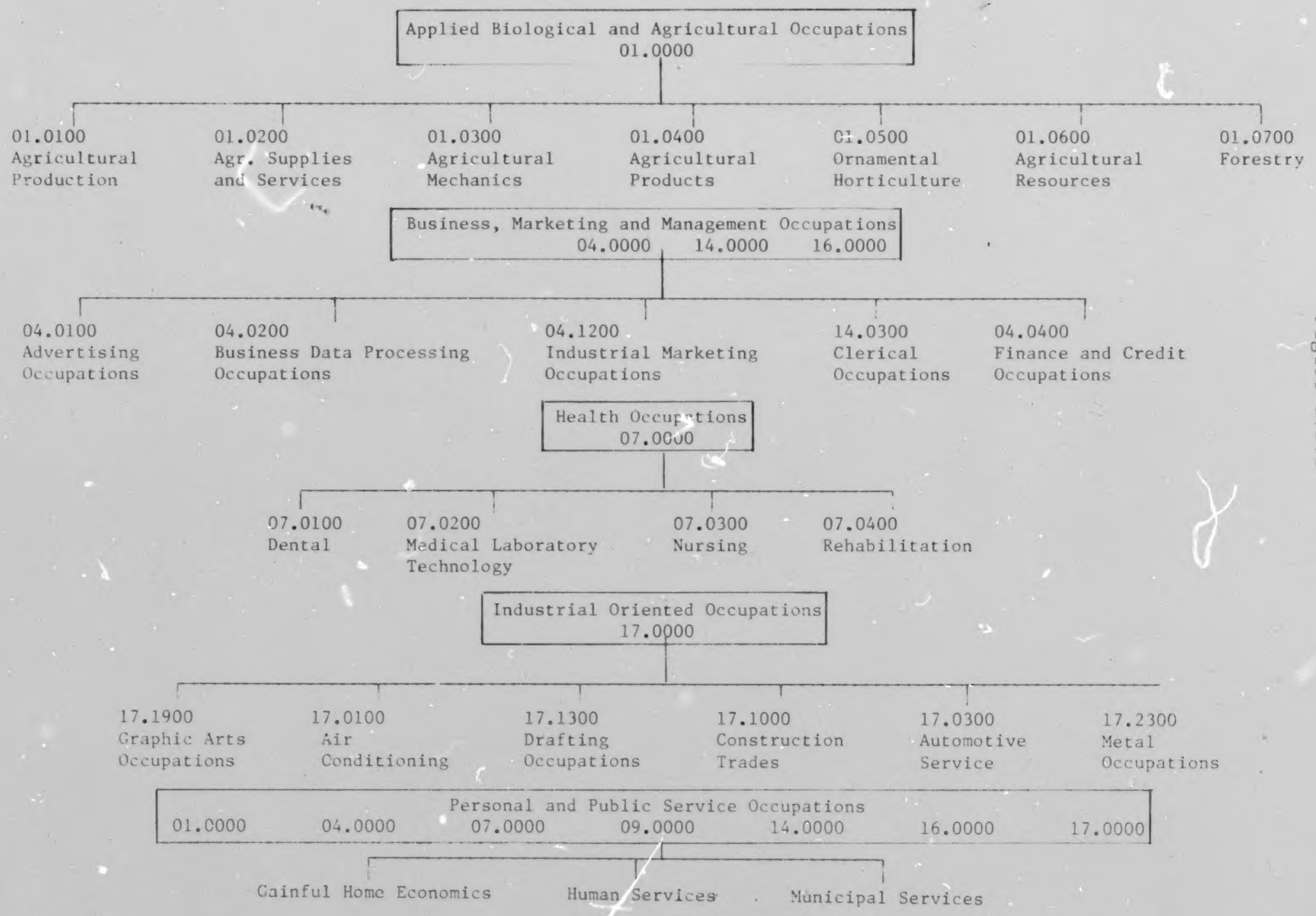

Applied Biological and Agricultural Occupations
01.0000
01.0100 Agricultural Production
01.0200 Agr. Supplies and Services
01.0300 Agricultural Mechanics
01.0400 Agricultural Products
01.0500 Ornamental Horticulture
01.0600 Agricultural Resources
01.0700 Forestry
Business, Marketing and Management Occupations
04.0000 14.0000 16.0000
04.0100 Advertising Occupations
04.0200 Business Data Processing Occupations
04.1200 Industrial Marketing Occupations
14.0300 Clerical Occupations
04.0400 Finance and Credit Occupations
Health Occupations
07.0000
07.0100 Dental
07.0200 Medical Laboratory Technology
07.0300 Nursing
07.0400 Rehabilitation
Industrial Oriented Occupations
17.0000
17.1900 Graphic Arts Occupations
17.0100 Air Conditioning
17.1300 Drafting Occupations
17.1000 Construction Trades
17.0300 Automotive Service
17.2300 Metal Occupations
Personal and Public Service Occupations
01.0000 04.0000 07.0000 09.0000 14.0000 16.0000 17.0000
Gainful Home Economics
Human Services
Municipal Services

Figure B.2.2

SAMPLE ITEMS FROM STUDY OF STUDENT CAREER DEVELOPMENT

	ANSWER
Knowledge of Basic Career Development Principles	
1. Except for the income it provides, a person's job has little influence on his way of life	F
2. There is only one "right job" for a person in terms of his abilities.	F
Knowledge of Reality Factors	
1. Apprentices are paid while they learn.	T
2. Programs at 2-year community colleges are limited to students who want to transfer to 4-year colleges.	F
Knowledge of Career Planning Process	
1. Good career planning involves looking into several different occupations.	T
2. The earlier one chooses his life's work the better.	F

Knowledge of Occupations

1. Having a friendly personality is especially important for success in which of the following jobs?

   a. Psychologist
   b. Airline Stewardess*
   c. Payroll Clerk
   d. Bus Driver

2. Helping physically disabled people return to work is the job of a

   a. Medical Technologist
   b. Rehabilitation Counselor*
   c. Clinical Psychologist
   d. Physiologist

Source: American College Testing Program, Iowa City, Iowa, 1973.

Activity 3

INTEGRATING INFORMATION ABOUT SELF AND CAREER OPPORTUNITIES

Purpose of Activity	Implementors
To help each student in collaboration with parents enter an educational program to prepare for occupational entry.	Guidance Counselors Vocational Teachers Academic Teachers ____________________ (Local Leadership

Suggested Tasks to Implement Activity	Resources
1. Schedule and conduct personal interviews with students.	Activity C.15, p. 81
a. Have students assemble personal information about themselves.	Figure B.3.1 - Self-Evaluation Form. Figure B.3.2 - Examples of Informal Assessment Tools. Ref. 35 Values Clarification. Ref. 30 Career Development Kit. Figure B.3.3 - Choosing a Job: An Experiment.
b. Administer interest inventories.	Figure B.3.4 - Commonly Used Inventories. Ref. 10 "New Directions for Career Planning." Figure B.3.5 - Methods of Expressing Tests Scores.
c. Assist students in consideration of various programs.	Activity C.11, p. 55
2. Conduct parent conferences.	Figure B.3.6 - Conferring With Parents.

Figure B.3.1

SELF EVALUATION

NAME ____

Place a (+) beside each item that is above average, a (-) beside each item that is below average, and an item that is average needs no check.

1. Health _____
2. Allergies _____
3. Eye sight _____
4. Muscular control _____
5. Hearing _____
6. Physical strength _____
7. Weight _____
8. Height _____
9. English grade _____
10. Math grade _____
11. Science grade _____
12. Social Studies grade _____
13. Home Economics grade _____
14. Shop grade _____
15. Mechanical Drawing grade _____
16. Art grade _____
17. Music grade _____
18. Gym grade _____
19. Clerical grade _____

Health

We ask the students in respect to occupation handicaps. The main objective is to have them consider the significance of health factors and occupational choices.

Achievement As Indicated By Grade

Achievement evaluation in respect to the average grade made in each area over the past three years. The students make an "0" if they didn't have the subject.

Source: Sterling High School.

Figure B.3.1 - continued

20. Social Science Ach. ____
21. Science Ach. ____
22. Math Ach. ____
23. English Ach. ____
24. Reading (average) Ach. ____
Reading speed ____
25. Vocabulary Ach. ____

Achievement As Indicated By Test

The counselor puts in the results of the achievement test the students tool as incoming freshmen. (We use the ITED.) The students evaluate their achievement in respect to the achievement test results and compare with grade achievement.

Interest (Stated) *Before they take the test, the students mark the areas they feel they will score higher in (+), low in (-) and leave the others blank.

		Interest by Kuder
26. Outdoor	____	____
27. Mechanical	____	____
28. Computational	____	____
29. Science	____	____
30. Persuasive	____	____
31. Artistic	____	____
32. Literary	____	____
33. Musical	____	____
34. Social Service	____	____
35. Clerical	____	____

Interest

*Using the same symbols (+, -), they put in the results of the Kuder test and compare what areas they scored higher in and what areas they thought they would score higher on.

Figure B.3.1 - continued

Abilities (Stated) *Same approach as with Kuder. Students predict their high aptitude areas before taking GATB.

		Abilities by GATB	
36. General learning ability	_____	_____	*Results are placed
37. Verbal aptitude	_____	_____	here and compared with
38. Numerical aptitude	_____	_____	their own assessment.
39. Spatial aptitude	_____	_____	
40. Form perception	_____	_____	
41. Clerical perception	_____	_____	
42. Motor coordination	_____	_____	
43. Finger dexterity	_____	_____	
44. Manual dexterity	_____	_____	

My job today is going to school and gaining an education. In ten years I see myself doing ____

____.

Which do I prefer?

a. to work with things (motors, textiles, test tubes, etc.) ______________

b. to work with people ______________

c. to work with facts and ideas (writing, figures, research) ______________

d. to work indoors or outdoors ______________

e. to work in urban or rural community ______________

f. to move about or have "permanent" home ______________

Figure B.3.1 - continued

What extracurricular activities do I enjoy most? ______________________________

____

What do I do in my spare time? ______________________________

____

What are my hobbies? ______________________________

____

How I rate on the Kuder Inventory

1. My high interest areas are:

   a.

   b.

   c.

2. Possible jobs related to these areas which attract my attention the most:

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

   k.

   l.

How I rate on the GATB

1. My high aptitudes are:

   a.

   b.

   c.

Figure B.3.1 - continued

2. Possible jobs related to these aptitudes which attract my attention the most:

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

What occupations are indicated by both the Kuder and the GATB results? Which job families do they belong to?

a.

b.

c.

d.

e.

f.

Careers related to the curriculum area (example - Science) in which I do the best work and have the most interest in. List curriculum area or areas:

1. ______________________ 2. ______________________

We hand out a complete listing of occupations under each academic area.

Possible occupations for further exploration:

1. ______________________ 4. ______________________

2. ______________________ 5. ______________________

3. ______________________ 6. ______________________

Careers related to (choose one and circle):

(1) Dealing with Things (2) Dealing with Peoples (3) Dealing with Ideas

Possible occupations, in reference to my above selection, for further exploration:

1. ______________________ 4. ______________________

2. ______________________ 5. ______________________

3. ______________________ 6. ______________________

We hand out a list of occupations under: Things, People, or Ideas.

Figure B.3.1 - continued

PERSONAL PREFERENCES ON THE WORK SITUATION

Check ✓ those which you like and X those which you dislike.

_____ 1. Work situation involving handling and/or management of money.

_____ 2. Work situation in which I would care for other people.

_____ 3. Work situation requiring acceptance of responsibility for others.

_____ 4. Work situation where I would sell things.

_____ 5. Work situation involving the use of mathematics.

_____ 6. Work situation requiring individual decision making.

_____ 7. Work situation where I would spend time with children.

_____ 8. Work situation requiring thinking fast.

_____ 9. Work situation in which I would meet many people.

_____10. Work situation depending on writing skill.

_____11. Work situation where I would use my physical strength.

_____12. Work situation where planning and organizing is central.

_____13. Work situation requiring frequent moving.

_____14. Work situation involving noise.

_____15. Work situation outdoors.

_____16. Work situation indoors.

_____17. Work situation where I use my hands and/or work with tools and machines.

_____18. Work situation requiring patience and accuracy.

_____19. Work situation where I work with other people.

_____20. Work situation where I have to take orders.

_____21. Work situation which is clean and orderly.

_____22. Work situation where I would be alone.

_____23. Work situation involving ideas and original thinking.

_____24. Work situation requiring close attention to time.

_____25. Work situation requiring study and research.

Figure B.3.1 - continued

THE GENERAL AREAS OF ALL OCCUPATIONS

I. Professional - Professional occupations often require training, ranging from four to seven years. Many professions require college, and often licensing examinations are required.

Here are some examples of the professional occupational titles that appear in the Dictionary of Occupational Titles: Accountant and auditor, professor and instructor, engineer, teacher, social scientist.

II. Semiprofessional - Semiprofessional occupations usually do not require the study of as much theory. The emphasis is more on knowledge of the technical and practical aspects of the work. Examples of occupational titles included are aviator, designer, draftsman, and photographer.

III. Managerial - Managerial occupations center around supervisory work and/or leadership responsibility. Included are hotel and restaurant manager, buyer and department head, advertising agent, manager and superintendent of buildings, and railroad conductor.

IV. Clerical - Occupations in this category consist mainly of routine-type work; however, speed and accuracy are very important in the skilled positions. Training in typing, shorthand, and frequently, bookkeeping is necessary for jobs of this type. Examples of jobs range from bookkeeper, clerk and library assistant to messenger, stenographer, typist, and telephone operator.

Some typical sales occupational titles are auctioneer, demonstrator, newsboy, sales clerk, and real estate salesman.

V. Service - Occupations in this category are characterized as work done, or the performance of duties, for another person or other people. The four generally accepted groups included here are:

Domestic: Occupational examples are day worker, cook, housekeeper.
Personal: Barber, waiter, doorman, usher.
Protective: Watchman, fireman, policeman, soldier.
Building service: Janitor, porter, elevator operator.

VI. Agricultural, Fishery and Forestry - The occupations in this category have a strong emphasis on outdoor work.

Agriculture: Jobs included are dairy farmer, landscape gardener, nurseryman.
Fishery: Examples are fisherman and oysterman, sponge and seaweed gatherer.
Forestry: Examples are hunting and trapping guide, hunter and trapper.

Figure B.3.1 - continued

VII. A - Skilled, B - Semiskilled, and C - Unskilled Occupations
This category covers a variety of occupations both in (1) manufacturing and (2) nonmanufacturing industries.

A1. Skilled occupations in manufacturing and related activities include baker, cloth grader, cabinetmaker, bookbinder and welder.

A2. Skilled occupations in nonmanufacturing include bricklayer, bus driver, lineman, meat cutter and maintenance mechanic.

B1. Semiskilled occupations in manufacturing and related activities include slicing machine operator, box maker, solderer and general assembler.

B2. Semiskilled occupations in nonmanufacturing fields include wrecker, chauffeur, parking lot attendant, park caretaker and automobile mechanic helper.

C1. Unskilled occupations in manufacturing and related activities include candy packer, packing machine feeder, rag sorter, stone feeder and shopboy.

C2. Unskilled occupations in nonmanufacturing fields include carpenter helper, longshoreman, fuel attendant, park laborer and stock boy.

OCCUPATION CHECKLIST - CHECK YOUR PREFERENCES

Occupational Areas - Related to all occupations

_____ Professional Occupations

Examples:

_____ Accountant
_____ Actor and actress
_____ Author
_____ Chemist
_____ Dentist
_____ Engineer--metallurgical
_____ Engineer--chemical
_____ Engineer--civil
_____ Engineer--electrical
_____ Engineer--industrial
_____ Engineer--mechanical
_____ Engineer--mining
_____ Lawyer
_____ Musician
_____ Pharmacist
_____ Physician

_____ Agricultural, Fishery, Forestry

Examples:

_____ Cotton farmer
_____ Dairy farmer
_____ Farm hand, general
_____ Fisherman
_____ Hunter and trapper
_____ Truck farmer
_____ Farm mechanic

_____ Sales

Examples:

_____ Auctioneer
_____ Salesman, insurance
_____ Newsboy
_____ Sales clerk
_____ Salesperson
_____ Huckster

Figure B.3.1 - continued

_____ Teacher
_____ Trained nurse
_____ Veterinarian
_____ Natural scientist
_____ Social scientist

_____ Semiprofessional Occupations

Examples:

_____ Aviator
_____ Decorator
_____ Dancer
_____ Designer
_____ Draftsman
_____ Laboratory technician
_____ Athlete
_____ Radio operator
_____ Showman
_____ Surveyor
_____ Technician
_____ Photographer

_____ Managerial

Examples:

_____ Hotel and restaurant manager
_____ Wholesale manager
_____ Buyer
_____ Credit man
_____ Ship captain
_____ Purchasing agent
_____ Railroad conductor
_____ Inspector

_____ Clerical

Examples:

_____ Bookkeeper
_____ Clerk
_____ Collector, bills and accounts
_____ Telegraph messenger
_____ Mail carrier
_____ Secretary
_____ Technical clerk
_____ Stenographer and typist
_____ Statistical clerk
_____ Stock clerk
_____ Telegraph operator

_____ Service Occupations

Examples:

_____ Housekeeper
_____ Maid
_____ Cook
_____ Ship steward
_____ Barber
_____ Doorman
_____ Usher
_____ Watchman
_____ Policeman
_____ Soldier

_____ Skilled, Semiskilled, Unskilled

Examples:

_____ Miller
_____ Weaver
_____ Tailor
_____ Cabinetmaker
_____ Upholsterer
_____ Photographer
_____ Jeweler
_____ Engraver
_____ Electricians
_____ Aircraft designer
_____ Optician
_____ Carpenter
_____ Plasterer
_____ Longshoreman
_____ Meatcutter
_____ Machinist
_____ Tool maker
_____ Foundryman
_____ Welder
_____ Photographic processing
_____ Oiler of machinery
_____ Mechanic and repairman
_____ Tool dresser

Figure B.3.2

EXAMPLES OF INFORMAL ASSESSMENT TOOLS

TOOL	PURPOSE	RESOURCE
"What's in Your Wallet?" Each person describes why 3 things in the wallet are valued.	Remind students about their personal values.	People with wallets (in handbags, briefcases, etc.)
"20 Things I Love To Do"	Note cost, work, change, etc. of 20 activities one enjoys.	J. C. Penney Forum, Spring/Summer, 1972
"Unfinished Sentences" e.g. I like people who. . . .	Explore one's value indicators.	J. C. Penney Forum, Spring/Summer, 1972
Look at self and attitude toward others.	Examine role models and stereotyping	J. C. Penney Forum, Spring/Summer, 1973
So you want to be a __________ ? e.g.: I can expect my spouse to regard my nights away from home A. As an opportunity to excel for the firm. B. As a necessary evil to be tolerated. C. As an excuse to get away from home.	Relate real dilemmas to career decisions.	Career Orientation Questionnaire for Junior College Students, by H. E. Craig and R. L. Stickler (Danville Junior College, Danville, Illinois)

Figure B.3.3

Choosing a Job: An Experiment

Here's an experiment for you to try. If you had your choice, which job would you pick?

A.
A job which pays quite a low income, but which you are sure of keeping.

B.
A job which pays a good income, but which you have a 50-50 chance of losing.

C.
A job which pays an extremely good income if you do well in it, but in which you lose almost everything if you don't do well.

In Minnesota 46,000 high school seniors were asked the above question. For the total group, about 25% chose either A or C and nearly 50% chose B. However, there were differences within three groups: boys and girls; students who went on to college and those who went to work after high school; and students from cities and those from farm communities. Who would you guess would choose to take the greatest risks among these groups?

Answer: boys chose a greater risk than girls; college students a greater risk than graduates who were working; and city kids a greater risk than country kids. In fact, boys from the city who went to college chose risk C 44% of the time, and girls from the country who went to work only chose risk C 10% of the time.

Try to analyze your own choice of A, B, or C in order to learn more about yourself. What influenced your choice?

Your personal background ____________________

____

____

Your values ____________________

____

Your work experience ____________________

____

Your ambitions ____________________

____

Your present financial status ____________________

____

Your self-confidence ____________________

____

Other factors ____________________

____

Source: Gelatt, H. B.; Varenhorst, Barbara; Carey, Richard. Deciding. New York: College Entrance Examination Board, 1972. Excerpt.

Figure B.3.4

COMMONLY USED INVENTORIES

	INVENTORY	WHEN USED	PURPOSE	SUPPLIER	SPECIAL NOTES
1.	General Aptitude Test Battery (GATB)	10th - 12th	Helps students understand themselves. Contains 12 tests which measure 9 aptitudes.	The Psychological Corporation 304 E. 4th St. NY., N.Y. 10017 or Illinois State Employment Service	(Vocational) Counselor interpretation is desirable.
2.	Gordon Occupational Check List	10th - 12th	Identify work activities students like to do.	Harcourt Brace Jovanovich, Inc. 757 Third Avenue N.Y., N.Y. 10017	Keyed to the DOT.
3.	Hall Occupational Orientation Inventory	7th - college	Provides help in making Career decisions based on own values.	Scholastic Testing Service 480 Meyer Road Bensonville, IL. 60106	Includes preferences for working conditions, leisure, etc.
4.	Kuder Preference Record Vocational Form D and	11th & 12th	Identify and measure interest patterns in 10 broad occupational families.	Science Research Associates, Inc. 259 E. Erie St. Chicago, IL. 60611	Easy to score (any clerk).
	Personal Form AH		Identifies the kind of situation in which a person prefers to work.		
5.	Kuder DD Occupational Interest Survey	11th & 12th & adults	Differentiates more sharply between occupational groups.	"	Return to Science Research Associates for machine scoring.
6.	Kuder E - General Interest Survey	junior and senior high	Basic meaure of general interest, outdoor, scientific, etc.	"	

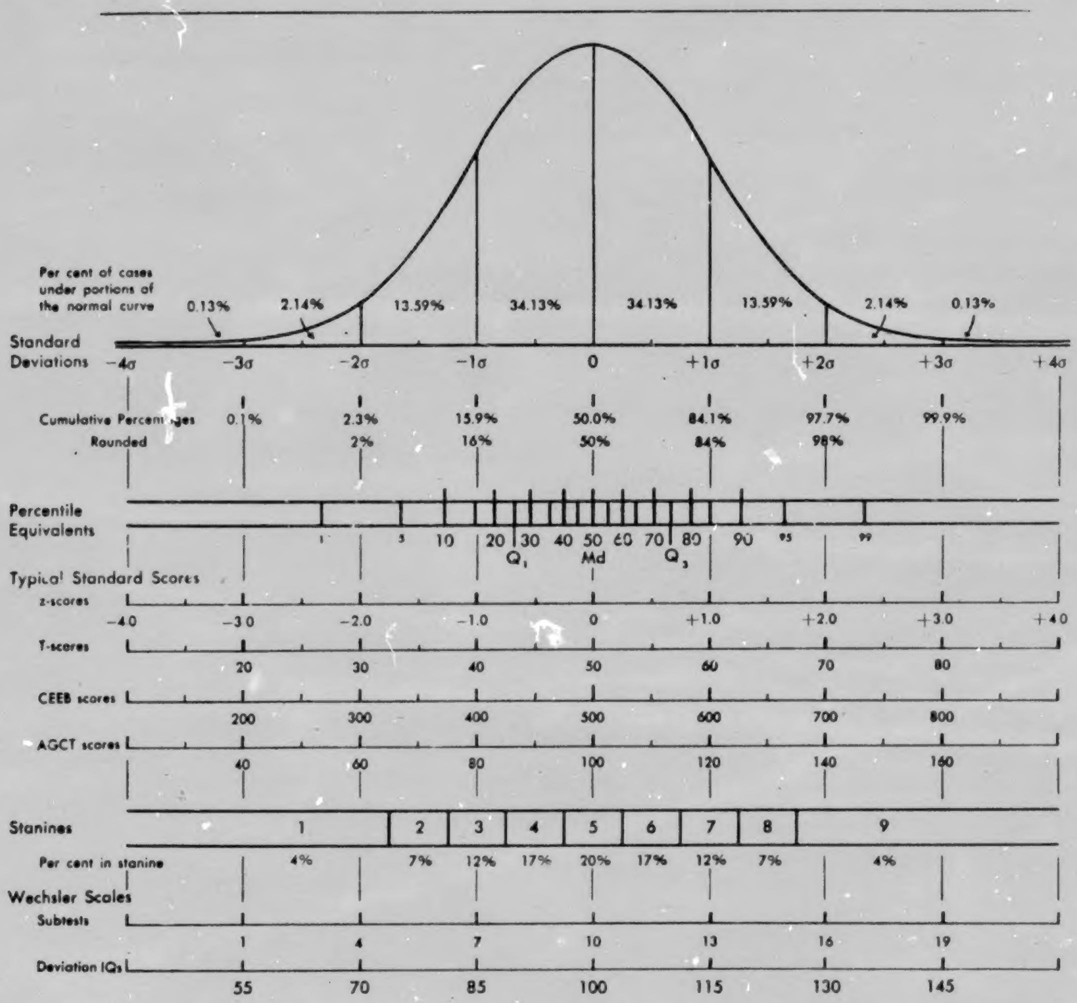
Figure B.3.4 - continued

COMMONLY USED INVENTORIES - continued

INVENTORY	WHEN USED	PURPOSE	SUPPLIER	SPECIAL NOTES
7. Ohio Vocational Interest Survey (OVIS)	8th - 14th	Identifies interest patterns in 24 different types of occupations involving data, people, and things.	Harcourt Brace Jovanovich, Inc. 757 Third Ave. N. Y., N.Y. 10017	Uses the Publisher's scoring service. Based on the DOT.
8. Self-Directed Search	9th - 12th	Assesses personal resemblances to each of six personality types.	Holland, J. L. "A Counselor's Guide for the Self-Directed Search." Palo Alto, California: Consulting Psychologists Press, 1971.	Self-scored and self-interpreted.
9. Strong Vocational Interest Blank (SVIB)	Separate forms for men and women, preferably college.	Measures interest in over 50 occupations.	Stanford University Press, Stanford, Calif. 94305	Difficult to score. (Send back to the publisher.)

Figure B.3.5

METHODS OF EXPRESSING TEST SCORES



NOTE. This chart cannot be used to equate scores on one test to scores on another test. For example, both 600 on the CEEB and 120 on the AGCT are one standard deviation above their respective means, but they do not represent "equal" standings because the scores were obtained from different groups

Source: Seashore, Harold G., ed. "Methods of Expressing Test Scores," Test Service Bulletin. New York: The Psychological Corporation, January, 1955, p. 2.

Figure B.3.6

CONFERRING WITH PARENTS

1. Involve student in conferences.
2. Solicit parents' views, opinions and recommendations.
3. Have parents complete appropriate forms approving choices made by their son or daughter.
4. Inform parents and student about occupational and educational opportunities in the school and community.
5. Schedule a home visit at least once a year if possible. (Student should be involved in selecting an appropriate time.)
6. Encourage teachers to make home visits.
7. Discuss student's vocational and educational plans.
8. Be as informal as possible during the visit so that both the student and parents can feel relaxed and appreciate your presence.
9. Encourage feedback from student and parents regarding short- and long-range plans for meeting occupational and educational goals.
10. Invite student and parents to visit center or campus if student is not already enrolled.

Activity 4

COORDINATING AND ARTICULATING EDUCATIONAL PROGRAMS

Purpose of Activity	Implementors
To provide articulation among and between various educational levels.	Principal Guidance Counselors Department Chairpersons Vocational Director (Local Leadership)

Suggested Tasks to Implement Activity	Resources
Sending or Feeder Schools	
1. Utilize other students and alumni to assist when possible.	
2. Make your own and/or purchase audio-visual aids, mass media, brochures, etc. for providing information.	
3. Solicit aid of high school principals and guidance counselors.	
4. Provide scholarship information.	
5. Provide post-secondary school information.	Activity C.16, p. 83
6. Keep communication "open".	
7. Set aside a day in the semester when students can visit host school. (Most counselors recommend a day during the spring semester.)	
8. Encourage teachers to talk to students about specific programs.	
9. Involve people in business and industry in providing information about job opportunities.	
Receiving Schools	
1. Advertise program to feeder schools.	

Suggested Tasks to Implement Activity

Resources

2. Invite students and parents to visit educational institution.
   a. Involve other staff members in planning for campus visitation.
   b. Schedule group and individual sessions for prospective students and parents to inform them about the campus, educational offerings, financial aids, housing, employment, etc.
   c. Involve alumni students in visitation day.
   d. Conduct a tour of the campus.
3. Identify and visit schools which are sending fewer students than expected.
4. Involve counselors from sending (feeder) schools to work part-time at high school educational institutions (observed at Moraine Valley Community College).
5. Provide Handbooks to sender or feeder schools.
6. Provide opportunities for students to register for program after discussing their needs, interests, and abilities.
7. Conduct in-service training for high school counselors.

Activity 5

PROVIDING INFORMATION TO SUPPORT EDUCATIONAL PROGRAMS PLANNED BY STUDENTS

Purpose of Activity	Implementors
To inform and discuss with students basic academic skills and knowledges needed to follow their planned or proposed programs.	Guidance Counselors Academic Teachers (Local Leadership)
Suggested Tasks to Implement Activity	**Resources**
1. Prepare a checklist for freshmen and sophomores preparing for post high school educational opportunities.	Figure B.5.1 - Checklist.
2. Conduct Educational Planning Workshops.	Activity C.8, p. 41 Activity C.14, p. 75 Activity C.16, p. 83
a. Publicize workshop.	
b. Involve students in organizing and conducting workshops.	
c. Involve other staff members in planning and conducting workshops.	
d. Ask vocational teachers and members of business and industry to talk to students.	
e. Utilize panel discussion, individual and group reports, etc. to discuss entrance requirements and basic educational skills and knowledge needed for further education.	
f. Discuss with students the values of education in relation to further employment and life style.	
g. Utilize previously developed curriculum materials and activities.	Ref. 5 Career Development for Children Project.

Figure B.5.1

FRESHMAN - SOPHOMORE

Prepare for college long before your senior year. Your first three years of high school are important as more and more colleges base their admissions decisions on the work you do in the six semesters.

CHECKLIST FOR FRESHMEN AND SOPHOMORES PREPARING FOR COLLEGE

_____ Work to your capacity in all your school subjects. Develop good study habits.

_____ Spend some time each day trying to improve your reading comprehension and speed, and increase your vocabulary.

_____ Get involved in school and community activities.

_____ Use the college guidance materials in the school and public library.

_____ Make a list of colleges to which you may want to apply.

_____ Send to these colleges for catalogs.

_____ Check on what high school courses are required for admission. Make sure you include these courses in your high school program.

_____ Check the entrance requirements, the courses of study and the expenses of these colleges.

_____ Make a list of the examinations needed for college admissions and begin to prepare for them.

_____ Find out as much as you can about financial aid scholarships, loans and work study.

_____ Discuss your plans for college with your parents.

_____ Visit as many colleges as possible.

_____ Try to save money from your part-time and summer jobs.

_____ Learn as much as you can about many different kinds of vocations. This information will help you in your selection of a college.

_____ Work closely with your guidance counselor, as you draw up your plans for attending college.

Source: Sterling High School.

Activity 6

INFORMING STUDENTS AND OTHERS ABOUT COOPERATIVE OCCUPATIONAL EDUCATION

Purpose of Activity	Implementors
To inform students, parents, employers and others about the educational potential of cooperative occupational education (COE) and to identify students.	Guidance Counselors COE Teacher Coordinator Employers Students Parents (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Involve present and former COE students, parents, employers, and others in the development of promotional materials such as:	Ref. 21 WECEP Guide.
a. COE handbook.	Figure B.6.1 - Handbook Table of Contents.
b. Promotional brochure.	Figure B.6.2 - Brochure on Cooperative Education.
c. Audio-visual presentation.	
2. Utilize advisory council members, students, parents, employers and others for explaining the COE program.	Activity A.2, p. 17
3. Submit news articles to local and school papers.	
4. Visit businesses which may be potential training stations.	
5. Gain parental approval and support by:	
a. Writing letters to parents.	Figure B.6.3 - Informative Letter to Parents.
b. Conducting home visits.	Activity A.7, p. 55
c. Scheduling individual or group parent meeting.	Figure B.3.6 - Conferring with Parents.
6. Develop and administer a student application instrument.	Figure B.6.4 - Application.

Suggested Tasks to Implement Activity	Resources
7. Develop student selection criteria for each COE program with consideration given to:	
a. Student vocational interest.	
b. Student aptitudes.	Activity B.5, p. 43
c. Student application and interview.	
d. Student personality and character.	
e. Faculty recommendations.	
8. Help students recognize their interest and aptitudes with the aid of test scores.	Figure B.6.5 - Counselor Form. Figure B.6.6 - Teacher Recommendation Form. Figure B.6.7 - Dean's Acceptance Form. Activity B.3, p. 55
9. Confer with students to determine how COE may contribute to their career plans.	Activity C.3, p. 23

Figure B.6.1

TABLE OF CONTENTS

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Training Agreement . . . .
Units and Areas of Instruction in the C.O.E. Related Class . . . .
Training Plan On-the-Job . . . .
Evaluation Process . . . .
Summary . . . .
Glossary of Terms . . . .

Source: Handbook of Cooperative Occupational Education at Roanoke-Benson High School, adaptation.

Figure B.6.2

Employer Benefits

- Prior screening of applicants.
- School discipline prevails while on the job.
- Part-time employees provided.
- A source of skilled full time employees provided.
- Termination of unsatisfactory student learners no problem.
- 16 year old trainees do not violate most child labor laws.
- Provides a real service to the community, school, and student by helping to train skilled responsible citizens.

Student Benefits

- He or she earns and learns.
- School credit given for training on-the-job.
- Further education is encouraged.
- Develops work habits and attitudes for maturity.
- Academic grades usually show improvement.
- Helps determine career choices.

Cooperative Education Program

1. **Agricultural Related Occupations**
   - Landscaping and grounds maintenance
   - Horticulture
   - Feed and grain service
   - Conservation
2. **Distributive Education**
   - Retail and wholesale selling
   - Advertising and display work
   - Warehousing and distribution
   - Other marketing occupations
3. **Industrial Cooperative Education**
   - Mechanical repairs and services
   - Drafting
   - Welding
   - Other skilled industrial occupations
4. **Health Occupations**
   - Nurse aide
   - Dietitian aide
   - Ward clerk
   - Other health service occupations
5. **Personal and Public Service Occupations**
   - Beauty Culture
   - Food preparation and services
   - Sewing and alterations
   - Hotel and motel services
6. **Office Occupations**
   - Clerical and secretarial services
   - Data processing
   - Business machine operators
   - Other office jobs

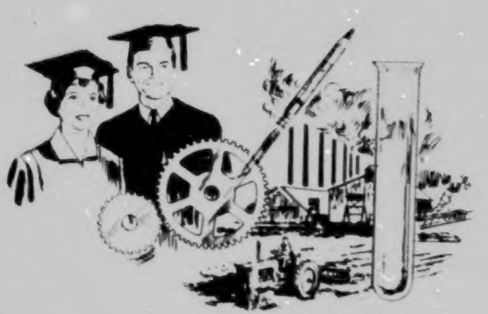
For more information contact

Willis G. Shay, Vocational Director

Joliet Township High Schools
201 E. Jefferson Street
Joliet, Illinois 60432
Phone 727-4681

THIS IS

COOPERATIVE EDUCATION



A VOCATIONAL EDUCATION PROGRAM

CONDUCTED BY

The Board of Education of the
Joliet Township High Schools
District 204

IN COOPERATION WITH

Joliet Area Industry and Business

Dr. Arthur L. Bruning, *Superintendent*
Willis G. Shay, *Vocational Director*

Figure B.6.2 - continued

What It Is

Cooperative education is a state approved work training program providing students, 16 years or older, with the skills necessary to enter a gainful occupation upon graduation from high school. It is designed to provide vocational training in areas not usually covered in the regular curriculum. An employer in business or industry provides a training station for the student-learner to develop skills necessary for a particular occupation.

How It Works

- Students (boys and girls) are employed in jobs during part of the school day.
- A student's school time is devoted to: (a) required courses for graduation and (b) a study of related and technical information for his or her job.
- A teacher-coordinator serves as liason between employer and the school.
- A training plan is worked out between employer and teacher-coordinator.

WHO DOES WHAT

The Student

- Indicates a genuine desire to enter a skilled or semi-skilled occupation on graduation.
- Talks to parents, counselor, and teacher-coordinator about the program.
- Meets school requirements.
- Fulfills job responsibilities.
- Gets along with fellow workers.

The Employer

- Provides a job or training station.
- Accepts or rejects students.
- Is responsible for on-the-job training.
- Pays a beginners wage.
- Evaluates student progress.
- Works with teacher-coordinator.

The Teacher-Coordinator

- Selects, counsels, and guides students.
- Learns the interests and abilities of students.
- Selects and assigns training stations.
- Cooperates with school, parents, and employer.
- Teaches related information in school.
- Evaluates student progress.

Figure B.6.3

Champaign Community Schools

UNIT SCHOOL DISTRICT NO. 4 • CHAMPAIGN, ILLINOIS • 61820

Champaign

Better
Schools
Build
Better
Communities

OFFICE OF Central High School
610 West University Avenue

Dear Mr./Mrs. ______________________________

We have received an application indicating that _________________ is interested in enrolling in the Cooperative Career Education program at Central. The following is a brief description of the program, its policies, its procedures, and its purpose.

The CCE program is designed to assist students in their transition from that of student to successful employee. The student will locate employment at an approved "training station" in the actual business or industrial community for a portion of the school day and is paid by the employer while exploring, analyzing, and perfecting salable skills in the actual work situation. The training station supervisor assists not only in a supervisory capacity, but also identifies potential strengths or weaknesses of the student which in turn is utilized by the CCE Coordinator in providing materials, instruction, advice, etc., for the benefit of the student. Both general "world-of-work" instruction and specific individualized lessons are provided students during the "on-campus" related class. "Continuing education" is emphasized. In fact, many of the CCE students continue their education by enrolling in post high school trade schools and colleges.

Employers (or supervisors) are required to verify, by signing the training memo, that they will act as a training agent before the student is placed on the "training station". Students are expected to sign and abide by the CCE regulations. The amount of credit the students earned is determined by the amount of the effort he/she has exhibited. Training station grades are based on Coordinator and employer evaluation of the student's progress.

If you have any questions about the program, please do not hesitate to phone us at 337-3949.

Thank you.

Sincerely,

Claude Murphy, Chairman
Cooperative Career Education

Figure B.6.4

STUDENT APPLICATION

Cooperative Occupational Education Program

Name______________________ Birth date__________ Age___ Sex__________

Address____________________ City__________ Zip_____ Phone _________

Building: NE___ NW___ Campus___ Year in School______

Social Security No.______________ School ID______________________

Father's name______________ Age___ Education_______ Occupation_________

Father employed by ____

Mother's name______________ Age___ Education_______ Occupational_______

Mother employed by____

Number of brothers_____ Ages________ Number of sisters______ Ages________

Have you had a serious illness recently?____ If so, what?________________

Do you have any defects in: sight___hearing___body___heart___other__________

What precautions are necessary because of any of the above problems?___________

____

Do you have a driver's license? _______ Do you own a car?_______________

Will you be able to provide your own transportation to your training station?_____

Are you working now?_____ Where?______________________________________

What type of work do you desire training in while you are attending school?

First choice____

Second choice ____

What type of work do you want to be doing five years from now?_______________

____

Do you plan to continue your education after graduation?___________________

Do your parents know you are making this application?_____________________

Do your parents approve?____

Signature of parent or guardian____________________________________

Signature of student_____________________ Date_____________________

Source: Harold L. Richards High School, Oak Lawn, adaptation.

Figure B.6.5

TO BE COMPLETED BY YOUR COUNSELOR

1) Please circle this student's year in school: 9/10/11/12

2) Is he/she passing in all subjects? Yes ☐ No ☐

3) Which subject would be dropped if Co-op is approved? ____________________

4) Does this student have sufficient credit to graduate without Co-op credit? (in case the job does not last a full semester) Yes ☐ No ☐

5) Will Co-op make a positive contribution to the student's total educational program? Yes ☐ No ☐

6) Do you recommend this student for Co-op Education? Yes ☐ No ☐

Comments: ____

____

____
Date

____
Counselor's signature

FOR THE COUNSELOR'S INFORMATION:

Except in some special cases no placements will be made in the Co-op Program thirty days after the beginning of the school year.

Sections a)3, a)4 and a)5 on page 2 (Conditions to be met by students) may be modified in some exceptional cases. Please discuss with Co-op Coordinator.

Source: Jersey High School.

Figure B.6.6

TEACHER'S RECOMMENDATION

TO: ______________________ ______________________ ______________
Teacher Subject Room

______________________ has applied for placement in the following fields of work: 1) ______________________
2) ______________________ 3) ______________________

Your name has been included in the student's list of references. Please evaluate him/her using the listed categories. Your knowledge of him/her as a functioning individual will be most valuable. Please feel free to make additional comments. Thank you for your time and cooperation.

1)	Does good quality work	* 5 4 3 2 1	Does poor quality work
2)	Works well under pressure	5 4 3 2 1	Works poorly under pressure
3)	Organized	5 4 3 2 1	Unorganized
4)	Cooperative	5 4 3 2 1	Uncooperative
5)	Reliable	5 4 3 2 1	Unreliable
6)	Shows good judgment	5 4 3 2 1	Shows poor judgment
7)	Thorough	5 4 3 2 1	Slipshod
8)	Completes assignments	5 4 3 2 1	Doesn't complete assignments
9)	Catches on quickly	5 4 3 2 1	Doesn't catch on quickly
10)	Is punctual	5 4 3 2 1	Is often late

General comments: ______________________

____

____
Date

____
Teacher's signature

PLEASE RETURN THIS DIRECTLY TO THE COOPERATIVE EDUCATION COORDINATOR OR TO HIS MAIL BOX

*In each case the highest number represents the best performance or quality, and vice versa. Please circle the appropriate number.

Source: Jersey High School.

Figure B.6.7

TO BE COMPLETED BY THE DEAN'S OFFICE

_______________________________ is applying for Co-op Education, and in order to qualify must have an acceptable attendance and citizenship record in school, along with a favorable recommendation from the Dean's office. Would you please fill in the appropriate boxes and, if you wish, add any comments that may seem appropriate.

1) ATTENDANCE: Regular *5 / 4 / 3 / 2 / 1 / Irregular

Comments: ____

2) CITIZENSHIP: Satisfactory *5 / 4 / 3 / 2 / 1 / Unsatisfactory

Comments: ____

3) TARDINESS: Nil *5 / 4 / 3 / 2 / 1 / Excessive

Comments: ____

4) Recommended: / 5 / 4 / 3 / 2 / 1 / NOT RECOMMENDED

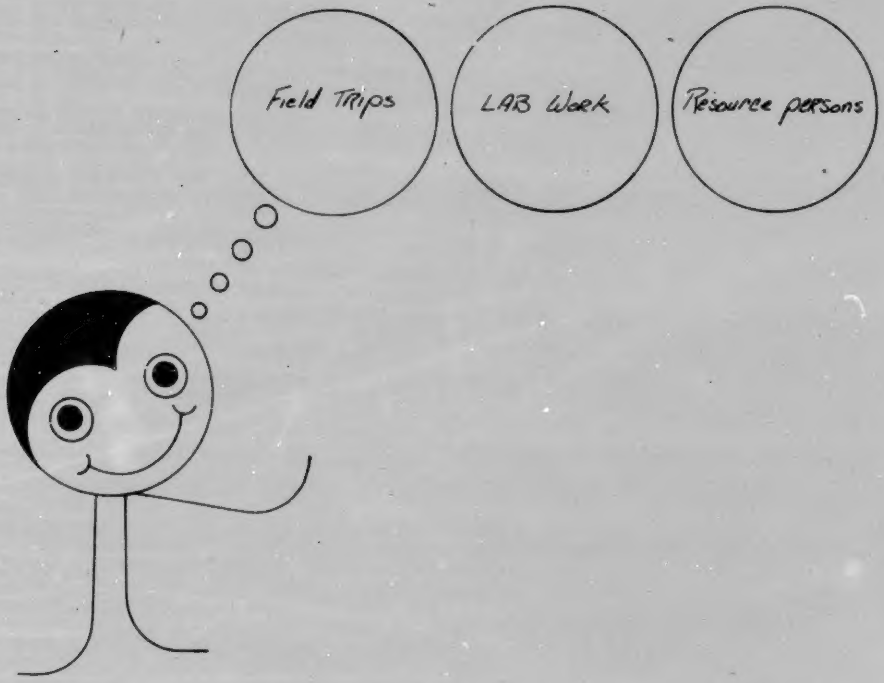
____
Date

____
Dean's signature

PLEASE RETURN THIS DIRECTLY TO THE COOPERATIVE EDUCATION COORDINATOR
OR TO HIS MAIL BOK

*The highest number represents the best performance or quality, and vice versa. Please circle the appropriate number.

Source: Jersey High School.


Field Trips
LAB Work
Resource persons

What experiences contribute to the development of career planning skills?

GUIDE TO CONTENTS

SECTION C - Determining Experiences Which Contribute to the Development of Career Planning Skills

The objective is

to identify and make available to school staff, the material and people resources which can clarify school-work relationships for students.

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2. Plan for Broad Involvement 4
3. Supplement the Plans 5
4. Analyze Quality and Quantity of the Involvement 6
5. Evaluate and Replan Activities 7

Alternative Activities

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5. Using Telephones to Gain Accessibility to Good Information 33
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8. Using Live Career Models in the Classroom 41
9. Letting Parents Help 43
10. Conducting Publicized Career Events 45
11. Helping Students Confirm Career Decisions 55
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14. Forming Career Discussion Groups 75
15. Encouraging Individual Consultations 81
16. Expanding the Input for Educational Planning 83
17. Making Arrangements for Students with Special Needs 99

COORDINATOR'S OBLIGATIONS

Obligation 1 - Identify Resources and Activities

In consultation with the superintendent, and principals or others,

decisions are made as to

- fiscal resources.
  - allocations, budget categories, etc.
- staff resources
  - personnel available with and without other obligations
- program dimensions
  - kinds of activities to be implemented
- facilities
  - for routine and special events

and understandings reached as to

- policy
  - formation of advisory committees, faculty/student committees
- procedural arrangements
  - involvement of departmental staff

Obligation 2 - Plan for Broad Involvement

- Recruit staff/students/citizens for Guidance Committee
  - criteria:
    - evidence of interest
    - current involvement is relevant
    - potential is high for strong contribution
- Catalog Community Resources noting instructional significance
  of people
  places
  things.
- Plan needs-assessment research to fill gaps in content and quality of program.
- Plan staff education on implementation of Career Education concepts for
  teachers and counselors
  principals
  administrators
  guidance committee members

Obligation 3 - Supplement the Plans

. Provide personal support — for routine and special activities

- set up
- arrangements
- media involvement
- presentation(s)
- wrap up

. Collect data — for needs assessment

- use of
  - materials
  - services
  - facilities
  - equipment
- judgements by
  - community residents
  - staff
  - students
  - consultants

. Conduct in-service program* — for administrators

topics: goals and change

for counselors and teachers

topics:
- career relevant activities
- teaching decision making
- student need for summarizing experience

for guidance committee

topics:
- planning
- evaluation

for principals

topics:
- proposal writing
- legal context of career programs
- industrial learning activities for teachers

---

*A variety of resource persons may be obtained from local, association, and university origins.

Obligation 4 - Analyze Quality and Quantity of the Involvement

In cooperation with Guidance Committee

- Prepare* - Annual Report to Administration
  - Program content for students and staff
  - Assessment feed-back
  - Fiscal expenditures
- Digest of Annual Report for special audiences
  - media
  - citizens groups
  - professional associations
- Agree upon - Recommendations
  - activities to be proposed, reduced, expanded
  - ways to recognize contributions by administration, staff, community
- Specify - Procedure
  - to fill anticipated vacancies on the Guidance Committee

---

*The guidance coordinator or an agent produces the copy.

Obligation 5 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

PREPARING

	0 1 2 3 4 5 Poor Excellent	Needs attention 1-year plan	Needs attention 5-year plan
1. Most students are involved in school sponsored career oriented activities.	☐☐☐☐☐	☐	☐
2. Most students are getting acquainted with an expanded array of adult role models.	☐☐☐☐☐	☐	☐
3. All students have an opportunity to engage in items 1 and 2 above.	☐☐☐☐☐	☐	☐
4. Most staff are prepared to contribute to career guidance.	☐☐☐☐☐	☐	☐

5. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__	1	2	3	4	5	6	7	8	9
	10	11	12	13	14	15	16	17	
197__ - 197__	1	2	3	4	5	6	7	8	9
	10	11	12	13	14	15	16	17	

and/or describe briefly some other activity which would serve the "career preparation" function well:

Activity 1

RELATING SUBJECT MATTER TO THE WORLD OF WORK

Purpose of Activity	Implementors
To relate classroom subjects, study topics, and extra-curricular activities to the world of work.	Teachers Guidance Counselors Department Chairpersons (Local Leadership)

Suggested Tasks to Implement Activity	Resources
Each Department	
1. Describe career education potential of the department, based upon occupational clusters relevant to the discipline.	Ref. 16 An Aid for Planning Programs in Career Education. Ref. 20 Resources and Instructional Materials.
2. Ask interested teachers to develop a 6-8-week unit which would be incorporated into an elective career orientation sequence.	Figure C.1.1 - Career Orientation Units for Sophomores.
Each Teacher	
1. Determine how classroom topics are related to career people, processes, and "tools".	Ref. 36 The Teacher's Role in Career Development.
2. Encourage and help students arrange interviews to learn first-hand about needs for the knowledge and skill in each course.	Activity C.8, p. 41
Selected Teaching Fields	
1. Develop lists of topics students must comprehend to assure job success.	Figure C.1.2 - Career Topics.
2. Invite departments to propose alternate "vocationalized" curricula. e.g. a. Vocademic music, Chicago Vocational School. b. Career School, Quincy High II, Quincy, Illinois.	Figure C.1.3 - Career Clusters /Classroom Topics. Figure C.1.4 - Vocademic Music Education.

Figure C.1.1

CAREER ORIENTATION UNITS FOR SOPHOMORES[1]

EXAMPLES FROM SELECTED DEPARTMENTS[2]

Art, Speech, Drama and Music

- Career Routes in the Cultural World

Business Education

- Career Opportunities in Business
- Advertising (Business Education and Graphic Arts)

Driver Education

- The World of Driving

Foreign Languages

- Career Opportunities in Foreign Languages

Industrial Arts

- Opportunities and Expectations in the Industrial World

Social Studies

- Economics of Careers
- Careers in Government

Student Guidance Services[2]

- Self and Career Understanding
- Job Getting Skills
- Job Survival Skills

---

[1] Suggestions developed in workshop of High School department chairpersons and teachers, Downers Grove, Illinois, Spring, 1974. Each unit includes topics for 6-8 weeks of instruction.

[2] These examples assume initial and final input (analysis and synthesis) to be provided for each unit by staff in student guidance services.

Figure C.1.2

Mechanic:

Fractions - demonstrate names of tools which have different fractional sizes.

Decimals - discuss gapping spark plugs; tire sizes; over-hauling and reboring engines.

Landscaper:

Geometry - marking off plots; determining plant placement; area.

Fractions - pruning trees; computing fractional measurements.

Beverage Distributor:

Weights and measures - volume and shape of container.

Percentage - profit; percent alcoholic content; areas of sales distribution.

Stock and Bond Broker:

Integers - figuring rise and fall of stocks.

Fractions - amount of change in stocks.

Farmer:

Problem solving - figuring amount of seed and fertilizer needed.

Percentage - determining profit-loss.

Ratio and Proportion - diluting certain herbicides and insecticides.

Stock - amount of food consumed; cost of raising.

Stock Yards:

Weights and measures - weight of animal; cost per hundred-weight.

Developed By: USOE/LVTE
Draft
Revised
DATE 4-1-71

Cluster for
FINE ARTS AND HUMANITIES

Elementary Education	Pre-Vocational and Exploratory	Skill Development and Related Knowledge	Options Aft Grade 12
1-2-3-4-5-6	7-8-9	10-11-12	

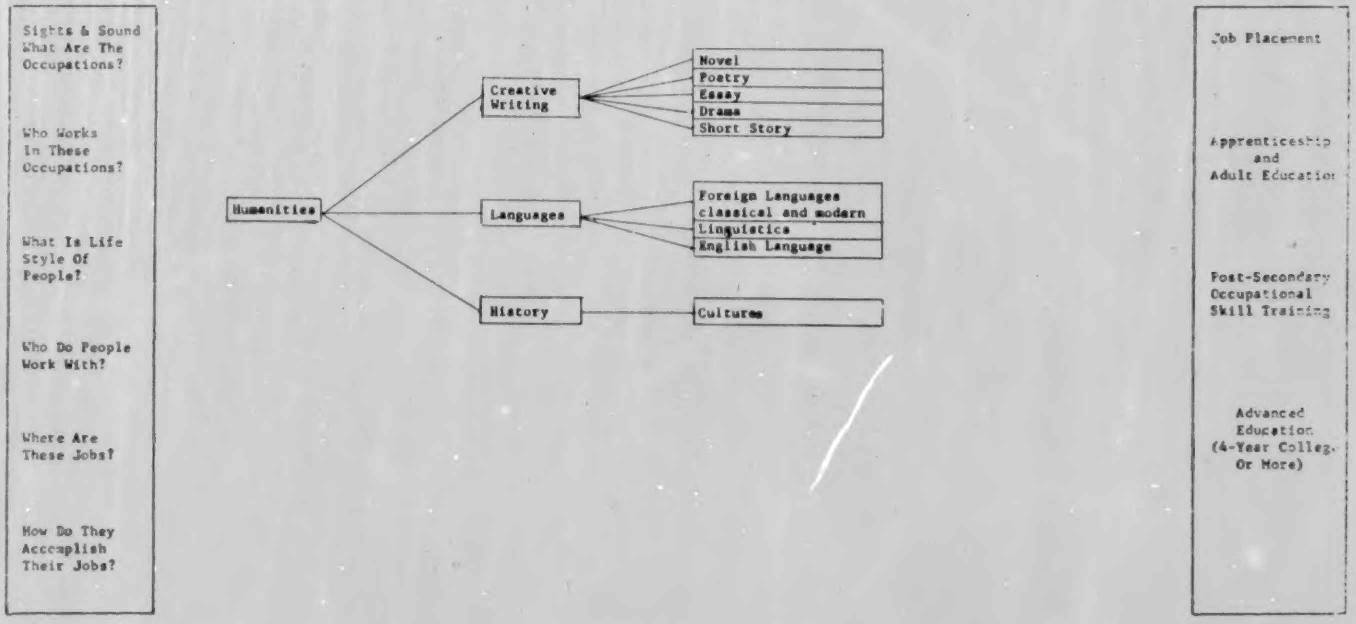
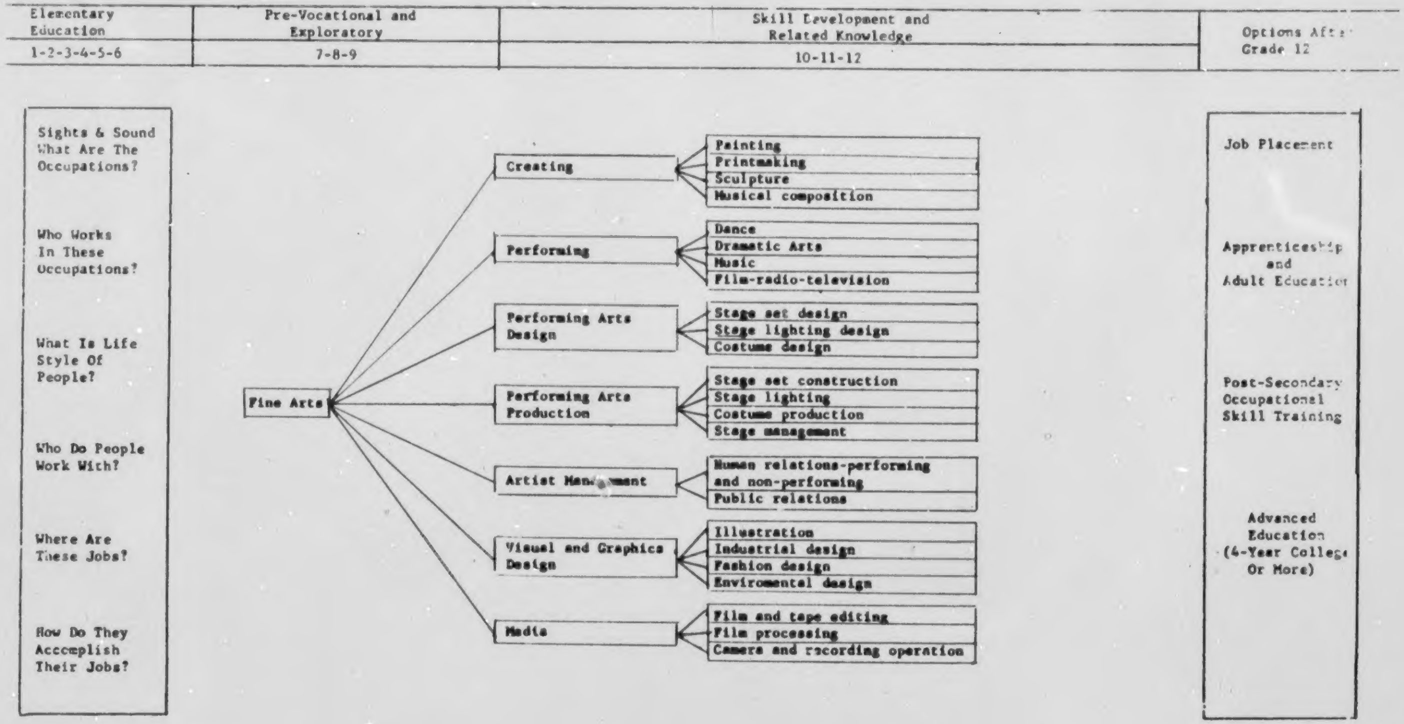

Sights & Sound
What Are The Occupations?
Who Works In These Occupations?
What Is Life Style Of People?
Who Do People Work With?
Where Are These Jobs?
How Do They Accomplish Their Jobs?
Humanities
Creative Writing
Languages
History
Novel
Poetry
Essay
Drama
Short Story
Foreign Languages classical and modern
Linguistics
English Language
Cultures
Job Placement
Apprenticeship and Adult Educatio
Post-Secondary Occupational Skill Training
Advanced Education (4-Year Colleg Or More)

Figure C.1.3

Developed by: USOE/[illegible]
Draft
Revised
DATE 4-1-71

Cluster for
FINE ARTS AND HUMANITIES



Elementary Education
1-2-3-4-5-6
Pre-Vocational and Exploratory
7-8-9
Skill Development and Related Knowledge
10-11-12
Options After Grade 12
Sights & Sound What Are The Occupations?
Who Works In These Occupations?
What Is Life Style Of People?
Who Do People Work With?
Where Are These Jobs?
How Do They Accomplish Their Jobs?
Fine Arts
Creating
Performing
Performing Arts Design
Performing Arts Production
Artist Management
Visual and Graphics Design
Media
Painting
Printmaking
Sculpture
Musical composition
Dance
Dramatic Arts
Music
Film-radio-television
Stage set design
Stage lighting design
Costume design
Stage set construction
Stage lighting
Costume production
Stage management
Human relations-performing and non-performing
Public relations
Illustration
Industrial design
Fashion design
Environmental design
Film and tape editing
Film processing
Camera and recording operation
Job Placement
Apprenticeship and Adult Education
Post-Secondary Occupational Skill Training
Advanced Education (4-Year College Or More)

Figure C.1.3 - continued

Figure C.1.4

VOCADEMIC MUSIC EDUCATION

Chicago Vocational High School

Summary

A. Objectives

Staff in the Department of Music, Chicago Vocational High School, maintains that education should emphasize the total development of the student as a productive person. Therefore, there is a need for a revised curriculum in music that will extend student participation beyond activities in band or chorus and will provide for a compensatory type of theoretical and applied music education with suitable intensity and depth for preparing a student for possible careers in music.

The proposal has two main objectives:

1. To provide students, especially Black disadvantaged students, with an awareness of the skills needed in the world of music and to help them acquire these skills so that they may use their music ability to earn their way in the world.
2. To provide an innovative curriculum in music education that will be easily adaptable to any general or vocational high school.

B. Procedures

1. To provide a Vocademic Music Education program in which vocational and academic subjects are combined for high school music majors.
2. To provide a curriculum guide for a sequential program in orchestra, vocal, and band training that will properly equip students with theoretical knowledge, performance ability, and academic tools comparable to their average level of attainment.

C. Evaluation

Evaluation for the program will utilize instruments designed on the local level and tests recommended by educators and other authorities in the field of music.

D. Staffing

Vocademic Music Education requires the following staff to implement its proposed program:

1. One Project Director
2. Six Vocademic Teachers
3. Two Ethnic Studies Teachers
4. One Counselor

Figure C.1.4 - continued

PROGRAM ABSTRACT

Vocademic Education is an innovative instructional program combining vocational and academic learning. Its purpose is to improve the technical abilities of students as well as their academic achievements so that the students will acquire a broad and thorough understanding of their vocations.

The Vocademic Education plan is one that could be applied to almost any vocation, considering that in any given field academic discipline is essential.

The proposal for this program provides for systematic sequential guidance in student growth and development as an orchestra, vocal, or band major. It also tests the worth and effectiveness of block programming and the interdisciplinary approach to academic achievement, skills, and desirable cultural behavior; ascertains the merits of a curriculum that will decrease class absenteeism, class cutting, tardiness, disruptions, and destruction of property and equipment; and shows that a closely supervised program fosters profitable "one to one" relationships, mutual understanding, greater communication, and feelings of belonging in both the student and the teacher. So often a gap is created between the student and the teacher, especially in the inner city schools and more often in the large, densely-populated areas. Psychologically both the student and the teacher reach out to each other, but this gap still develops because of impersonal, overcrowded, time-lacking situations. Therefore, it is deemed that this type of program will tend to alleviate some of the existing problems in our schools by providing the student with the skills of a given vocational field and help him develop academically, know himself, have a sense of projected direction, and gain respect for and rapport with those charged with the responsibility of assisting and guiding him in his chosen vocademic endeavors.

Activity 2

MAXIMIZING CAREER LEARNING ON FIELD TRIPS

Purpose of Activity

To provide students an opportunity to focus on "people" doing jobs in real life situations.

Implementors

Teachers

____
(Local Leadership)

Suggested Tasks to Implement Activity

Before you go:

1. Make initial contacts requesting permission for the trip.
2. Prepare the students by discussing - What is to be observed, When, and Why. "Brainstorm" to see how many jobs they think they will see?
3. Prepare students for constraints on field trip.
4. Divide students into two or more groups if possible and allow for each group to report back to the other group for follow-up.
5. Assign one or two students to take pictures to use for group reports and display.
6. Develop a checklist of suggested observations to make.
7. Solicit parent chaperone, depending on the age group.

After you go:

8. "Brainstorm" for additional jobs not mentioned earlier but which were seen on-site.
9. Discuss how each job is important to make a "system" fit together.

Resources

Figure C.2.1 - "Model" Career Visit Directory.

Figure C.2.2 - Are You A Keen Observer?

Suggested Tasks to Implement Activity	Resources
10. Assign students to send a thank-you letter.	
11. Assist students in preparing and filing a news release.	
12. Have students evaluate trip.	Figure C.2.3 - Your Comm Please!

Figure C.2.1

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Automotive Maintenance
300 Liberty Street
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse
Mr. R. L. Kamin
Community Relations
672-5219

The Automotive Maintenance Department is a public utility, supplying electric power and natural gas to our customers. The Transportation Services Department's main responsibility is providing transportation to all other departments requiring this service. This is done by drawing up specifications for equipment which will fill our needs most economically, and by setting up a preventive maintenance schedule for each vehicle to keep it in good operating condition.

The Automotive Maintenance Department can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Ample parking facilities for buses and cars

Approximate time needed for interviews and visit is one hour

Representative jobs are crew leaders (mechanic) and garage foreman

Maximum number of students per visit is 30 and they must be 14 years of age or older.

3 visits per year

Days to avoid are Monday and Friday

Safety considerations are safety glasses must be worn at all times

Special instructional materials are available through Ted Krosse

Suggested follow-up activities are investigate other fleet facilities for comparison purposes

Best times for visits are Tuesdays or Wednesdays in the morning during the months of November, January, May

Two weeks advanced notification required

Anticipated problems or constraints -
- Students are not allowed under vehicles when they are on hoists
- Students must stay in passage-ways
- Students are not allowed to handle equipment

Description of possible areas or departments to visit:
- Garage Area
- Electric Service Center
  8420 N. University

Source: Career Education, Peoria Public Schools.

Figure C.2.2

ARE YOU A KEEN OBSERVER?

WHAT:	Field Trip
WHERE:	Burnham City Hospital, 407 South Fourth St., Champaign, IL.
WHEN:	Thursday, April 18, 1974
WHO:	Monticello Eighth Graders, Monticello, IL.
WHY:	Observation of persons in the "World of Workers"

Some suggested observations to make while on the field trip:

DO THE WORKERS IN THIS JOB

-look like they are enjoying their job?
-need educational training? how much?
-have an opportunity for a job in this career ten years from now?
-usually sit at a desk or table?
-stand still or move around?
-have a high level of noise in their work area?
-have normal hours of work?
-have irregular working hours?
-consider their work dangerous?
-wear special uniforms or other special clothing?
-have to be men? women? both?
-need special abilities or talents?
-have specific tasks to be performed?
-have to take special examinations (State Board Exams, etc.)?
-have opportunities for advancement?
-have to move often?
-like to move?
-feel excessively tired when they get home from work?
-use special tools or equipment in their work?
-need subject-related skills (math, science, reading, etc.)?
-depend upon other workers?
-have other workers depending upon them?
-get dirty while doing their work?
-appear polite and pleasant?
-belong to a Union?
-work with people or things?
-have any physical restrictions (age, height, weight, build, etc.)?
-work overtime or have a "busy season"?
-always have to be in a constant rush?
-have routine work or is it frequently changing?
-work independently or under close supervision?

Try to think of additional points to consider when observing workers at the hospital.

and

Think about whether YOU WOULD LIKE TO BE A WORKER IN THIS JOB.

Figure C.2.3

NAME____________________________

YOUR COMMENTS, PLEASE!

1. Did you enjoy the tour to Burnham City Hospital? YES_____ NO_____

   Why?

2. Do you think it was worth our time to go? YES_____ NO_____

   Why?

3. If you could go to Burnham City Hospital for a day, which person would you like to be with and assist?

   ____

   Why?

4. What new occupational interests do you have as a result of our tour?

5. Which people looked like they were enjoying their jobs?

6. During our tour we saw people involved in many different occupations. List some of these occupations and the duties of a person in this occupation.

7. If we could go again, what could we do better?

8. Please describe any parts of the tour that you did not understand.

9. Are you interested in a health-related career? YES ___ NO_____

   If yes, which one?

Activity 3

USING COOP JOBS TO TEACH CAREER PLANNING

Purpose of Activity	Implementors
To optimize the opportunities COE provides for career development of students.	Coop Coordinator Vocational Teachers Guidance Counselors Principal (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Teach students to choose and plan career objectives. a. Employers, parents, and former and present COE students talk with groups of students about career opportunities. b. Counselors interpret test profiles and other available information.	Activity C.8, p. 41 Activity C.11, p. 55
2. Work with the student, employer and parents to develop an on-the-job training memorandum and plan.	Figure C.3.1 - Training memo Ref. 17 Articulated Guide for COE.
3. Develop a procedure for evaluating the progress of students on the job.	Figure C.3.2 - Evaluation Form.
4. Solicit the assistance of the guidance counselor, administrator, teachers, employers and other appropriate individuals on student matters such as the following: a. scheduling problems. b. personal and program problems. c. placement. d. training plan development or adjustment. e. job adjustment problems.	Activity C.11, p. 55 Ref. 23 A Study Guide for Placement Employment Programs

Figure C.3.1

TRAINING MEMORANDUM

Rockford Public Schools

COOPERATIVE EDUCATION PROGRAM

The following persons, as part of this Cooperative Education Program agree:

A. As a STUDENT to be part of the Cooperative Education Program by employment at ______________________________ during the school year ________________.

As a condition to my continued employment, I agree to:

1. Maintain regular attendance and punctuality at school and on the job, understanding that absence from school requires absence from work.
2. To notify my school and my employer if I am absent or tardy.
3. To make a continual effort to improve my efficiency and performance on the job.
4. To understand that failure to conform to the requirements of this employer or the coordinator will result in termination.

B. As a PARENT to support this student in the Cooperative Education Program and agree to cooperate with the school and employer by seeing that the student complies with the requirements of the school and his employer.

C. As an EMPLOYER:

1. To provide employment for a suggested minimum of 15 hours per week as a ____
2. To encourage (a) good work habits.
   (b) attitudes and habits which are desirable to successful employment.
   (c) skills and techniques involved in the student's particular job.
3. To conform to all federal, state and local laws regarding wages, hours, health and safety.
4. To inform the coordinator if there is need to dismiss the student from employment.
5. To consult with the coordinator concerning student problems and at regular intervals to evaluate student performance on the job.

D. As a COORDINATOR to make periodic visits for the purposes of evaluation and to be available for counsel in matters that affect the student's progress and training.

______________________	______________________
(student)	(employer)
______________________	______________________
(parent)	(supervisor)
______________________	______________________
(coordinator)	(date of employment)

(beginning hourly rate)

____

WHITE - School Copy	Pink - Student Copy
CANARY - Employer Copy	Goldenrod - Coordinator's Copy

Figure C.3.2

Student's Name________________________________
Occupation Title______________________________
Cooperating Business__________________________
Supervisor____________________________________

Cooperative Career Education
Trainee Evaluation Form
Champaign High Schools
Champaign, Illinois 61820
Phone 337-_____________________
Grading Period__________________
To Be Returned By_______________

ACCURACY: Is the correctness of work duties performed.

makes frequent errors.	careless: makes recurrent errors.	usually accurate: makes only average number of errors.	requires little supervision, is exact and precise most of the time.	requires absolute minimum of supervision: is almost always accurate.

COMMENTS:

ALERTNESS: Is the ability to grasp instructions, to meet changing conditions and to solve novel or problem situations.

slow to "catch on."	requires more than average instructions and explanations.	grasps instructions with average ability.	usually quick to understand and learn.	exceptionally keen and alert.

COMMENTS:

FRIENDLINESS: is the sociability and warmth which an individual imparts in his attitude toward customers, other employees, his supervisor and the persons he may supervise.

very distant and aloof.	approachable: friendly once known by others.	warm, friendly, sociable.	very sociable and outgoing.	extremely sociable: excellent at establishing good will.

COMMENTS:

PERSONALITY: is an individual's behavior characteristics or his personal suitability for the job.

personality unsatisfactory for this job.	personality questionable for this job.	personality satisfactory for this job.	very desirable personality for this job.	outstanding personality for this job.

COMMENTS:

Figure C.3.2 - continued

PERSONAL APPEARANCE: is the personal impression an individual makes on others. (Consider grooming, neatness and appropriateness of dress on the job.)

very untidy; inappropriate dress.	sometimes untidy and careless about personal appearance.	generally neat and clean; satisfactory personal appearance.	careful about personal appearance; appropriate taste in dress.	unusually well groomed; very consistently dressed appropriately.

COMMENTS:

ATTENDANCE: Is faithfulness in coming to work daily and conforming to work hours.

often absent without good excuse and/or frequently reports for work late.	lax in attendance and/or reporting for work on time.	usually present and on time.	very prompt; regular in attendance.	always regular and prompt.

COMMENTS:

HOUSEKEEPING: is the orderliness and cleanliness in which an individual keeps his work area.

disorderly or untidy.	some tendency to be careless and untidy.	ordinarily keeps work area fairly neat.	quite conscientious about neatness and cleanliness.	unusually neat, clean and orderly.

COMMENTS:

DEPENDABILITY: is the ability to do required jobs well with minimum of supervision.

requires close supervision; is unreliable.	sometimes requires prompting.	usually takes care of necessary tasks and completes with reasonable promptness.	requires little supervision; is reliable.	requires absolute minimum of supervision.

COMMENTS:

ATTITUDE: Is the way an individual reacts to the total work situation.

shows little interest in job.	complains about work, working conditions, fellow employees.	accepts all responsibilities of the job; cheerful, cooperative.	boosts morale; enthusiastic; takes initiative to learn more about job.	assumes responsibility for more than is expected for this job; helps fellow employees.

COMMENTS:

Figure C.3.2 - continued

JOB KNOWLEDGE: is the information concerning work duties which an individual should know for a satisfactory job performance.

poorly informed about work duties.	lacks knowledge of some phases of work.	moderately informed; can answer most common questions.	understands all phases of work.	has complete mastery of all phases of job.

COMMENTS:

QUANTITY OF WORK: is the amount of work an individual does in a work day.

does not meet minimum requirements.	does just enough to get by.	volume of work is satisfactory.	very industrious; does more than is required.	superior work production record.

COMMENTS:

STABILITY: is the ability to withstand pressure and to remain calm in crisis situations.

goes "to pieces" under pressure; is "jumpy" and nervous.	occasionally "blows up" under pressure, is easily irritated.	has average tolerance for crises; usually remains calm.	tolerates most pressure; likes crises more than the average person.	thrives under pressure; really enjoys solving crises.

COMMENTS:

COURTESY: is the polite attention an individual gives other people.

blunt; discourteous; antagonistic.	sometimes tactless.	agreeable and pleasant.	always very polite and willing to help.	inspiring to others in being courteous and very pleasant.

COMMENTS:

General Comments Strong Points	Areas for Improvement

Signature of Evaluator______________________________Date:______________________________

My Supervisor has discussed this evaluation with me:____________________Date____________
(signature)

Coordinator's Comments:

Coordinator's Signature:______________________________Date:______________________________

Activity 4

OBTAINING AND DISSEMINATING CAREER INFORMATION - 10 (RELATIVELY) EASY WAYS

Purpose of Activity	Implementors
To familiarize students and staff with resources for career planning.	Guidance Counselors Teachers Principal ____________________ (Local Leadership)
Suggested Tasks to Implement Activity	**Resources**
1. Develop a "Source List" for Career Information.	Figure C.4.1 - Sources of Materials on Careers.
2. Conduct surveys of jobs held by community residents.	
3. Invite local employers and employees to your classroom.	Activity C.8, p. 41
4. Request to "be on the mailing list" for announcements of new career materials.	
5. Encourage students to make audio tapes and visuals for a career collection.	
6. Establish a budget item for subscriptions, rentals and purchase of career information.	
7. Make special collections and displays e.g. women, minorities, non-traditional entrepreneurs.	Activity C.7, p. 37
8. Incorporate traditional resource materials in classroom research tasks.	Ref. 37 Occup. Outlook Handbook Ref. 38 Dict. of Occup. Titles Ref. 25 Ency. of Career and Voc. Guid. Ref. 24 Handbook of Agricultural Occupations

Suggested Tasks to Implement Activity

9. Obtain Curriculum Guides from schools with Career Education projects.
   e.g. Career Education
   Peoria Public Schools
   Peoria, Illinois

10. Install large bulletin boards which feature carry-away career information.

Resources

Figure C.4.1

Readily Accessible Sources of Materials on Careers

Trade and Industrial Journals

Labor Union publications

State Employment Service

Women's Bureau, U. S. Department of Labor

Manpower Administration, U. S. Department of Labor

Special Committees, U. S. House of Representatives and Senate

(e.g. Special Committee on Aging, U. S. Senate)

Classified Ads in Newspapers and Periodicals

Periodicals which emphasize Careers

e.g. Career World, POPEYE Career Comics

Chamber of Commerce

Film catalogs

Encyclopedias

Publisher's catalogs

Special publications by Corporations

e.g. FORUM, a publication of J. C. Penney Company

School Curriculum Guides

Activity 5

USING TELEPHONES TO GAIN ACCESSIBILITY TO GOOD INFORMATION

Purpose of Activity	Implementors
To provide students another means of access to career information.	Guidance Counselors Teachers Principal (Local Leadership)

Suggested Tasks to Implement Activity

1. Contact the educational supervisor at the telephone company serving your area to secure information on services offered.

   e.g. Bell will set up a conference system which allows students in the classroom to listen and ask questions of persons called.

   cost: varies across telephone companies, but generally very inexpensive, and is less expensive if the room already has a phone jack installed.

2. Cooperate with other schools to establish telephone access to a career information bank.

   e.g. St. Louis (Mo.) area schools have mutual access to a career hot line.

3. Utilize the telephone to allow students to talk to people in various careers relevant to area being studied.

   e.g. One school dialed a famous writer and the students were allowed to listen and talk to him.

Resources

Activity 6

MAKING COMPUTERS SUPPORT CAREER GUIDANCE

Purpose of Activity	Implementors
To provide career information and instruction.	Guidance Counselors Computer Specialists (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Explore occupations in the light of student records. e.g. Willowbrook High School, Villa Park.	
2. Provide rapid access to job descriptions classified by occupational cluster.	Ref. 9 ERIC Report Ed 032 571 Rapid Access to Job Description.
3. Establish a data bank to aid simple recall of facts about educational and vocational activities.	
4. Provide instruction and supervised practice in making vocational decisions.	Ref. 7 Facilitating Career Development: An Annotated Bibliography.
5. Integrate information from multiple sources (interviews, visuals, typescripts) about a given occupation.	Ref. 26 ERIC Report Ed 029 095 Integration of Information.
6. Process grade point average (gpa) predictions, follow-up data, etc.	Ref. 11 ERIC Report Ed 017710 Processing gpa Predictions.

Activity 7

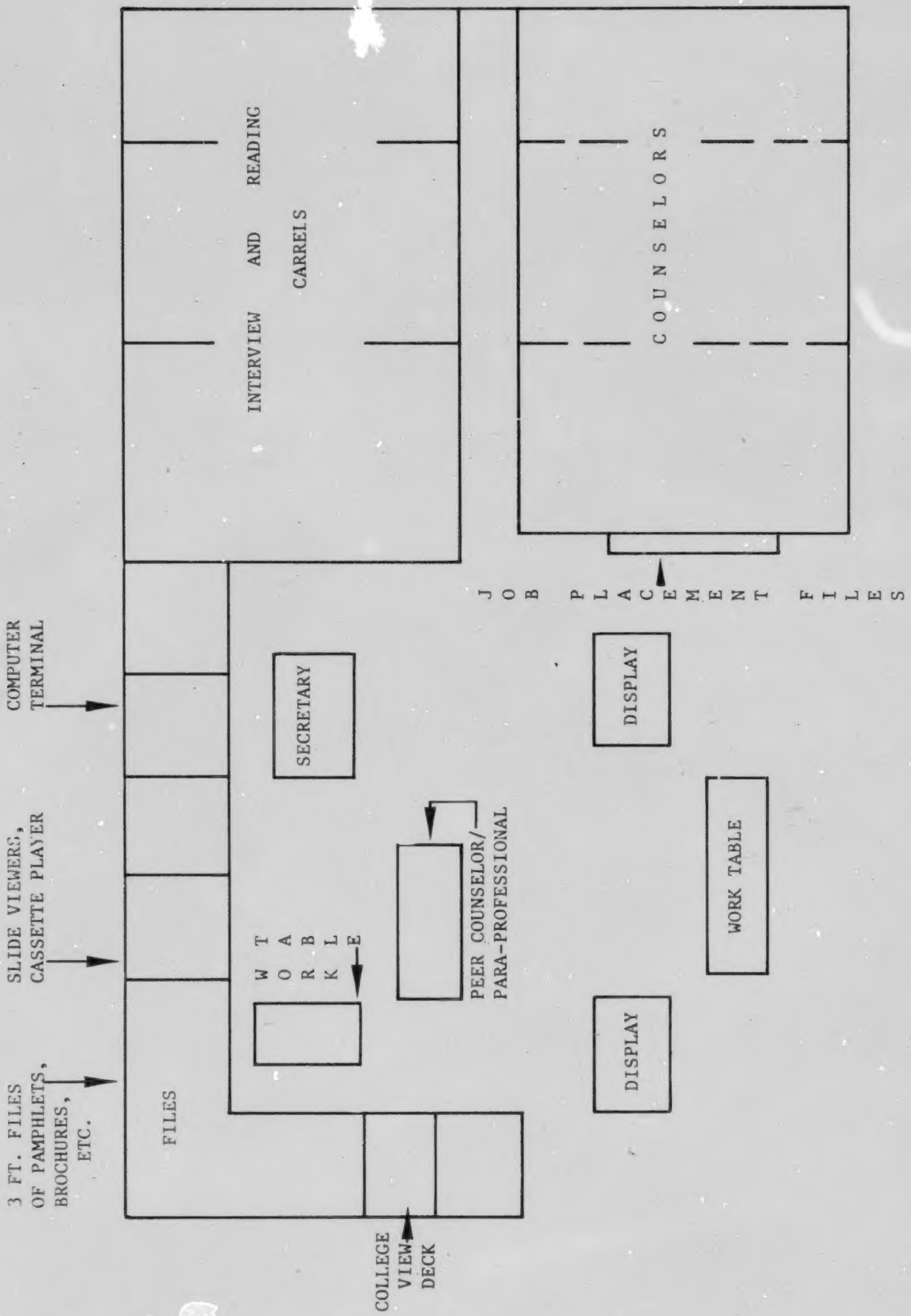
DEVELOPING CAREER RESOURCE CENTER

Purpose of Activity	Implementors
To provide a place for students to explore, pursue interests, and obtain knowledge of the world of work.	Teachers Librarian(s) Guidance Counselors __________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Establish a steering committee of teachers, students, librarian and others to decide each of the following issues:	
a. location and physical arrangements	Figure C.7.1 - Suggested Physical Arrangements. Figure C.7.2 - Bulletin Board Display.
b. criteria for acquiring, storing and displaying material.	
c. center hours and use policies.	
2. Amass a collection.	Figure C.7.3 - Career Corner Materials.

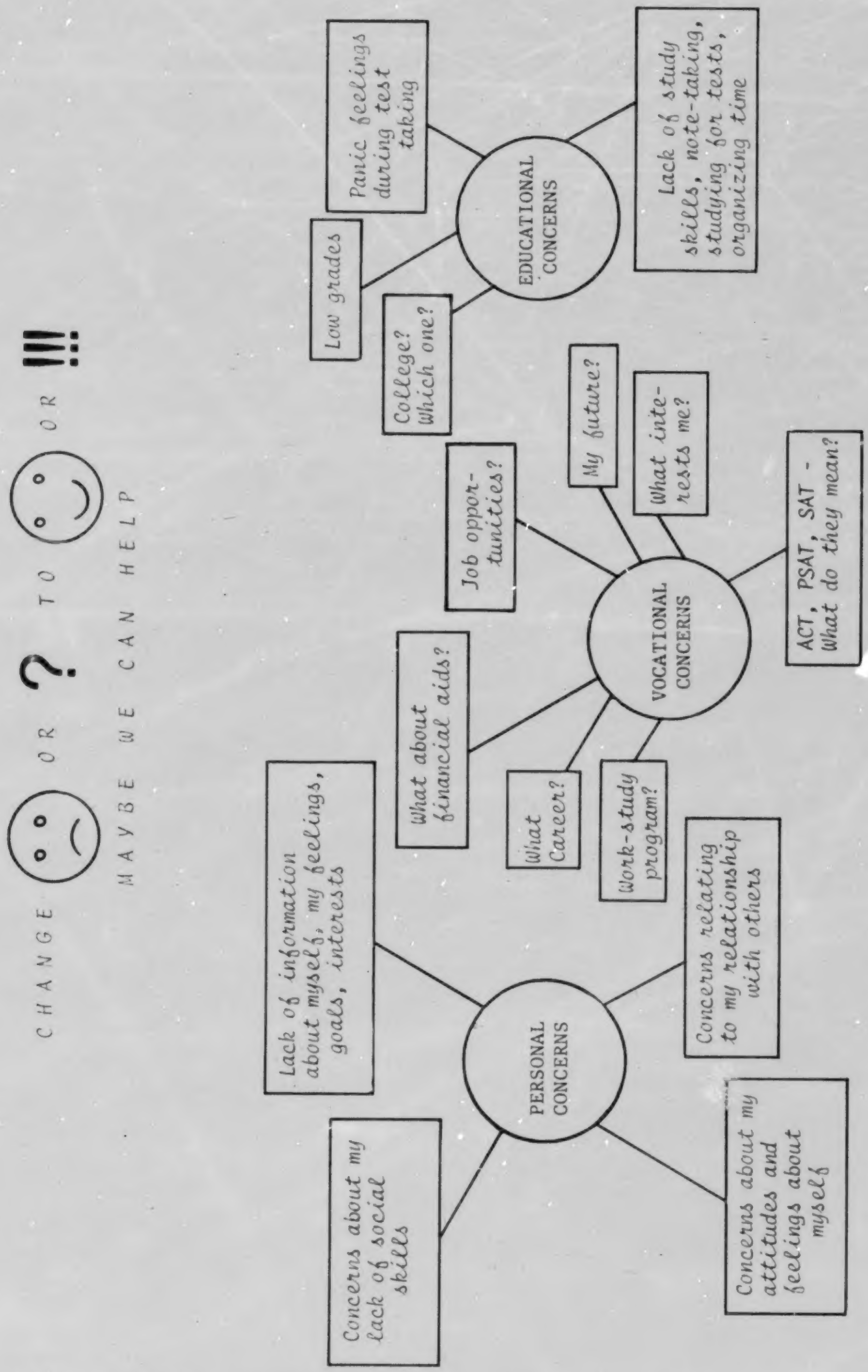
Figure C.7.1

SUGGESTED PHYSICAL ARRANGEMENTS


INTERVIEW AND READING CARRELS
COUNSELORS
JOB PLACEMENT FILES
COMPUTER TERMINAL
SECRETARY
DISPLAY
WORK TABLE
SLIDE VIEWERS, CASSETTE PLAYER
PEER COUNSELOR/ PARA-PROFESSIONAL
WORK TABLE
DISPLAY
3 FT. FILES OF PAMPHLETS, BROCHURES, ETC.
FILES
COLLEGE VIEW DECK

Source: Moraine Valley Community College, adaptation.

Figure C.7.2


CHANGE ☹ OR ? TO ☺ OR !!!
MAYBE WE CAN HELP
EDUCATIONAL CONCERNS
Panic feelings during test taking
Lack of study skills, note-taking, studying for tests, organizing time
Low grades
College? Which one?
VOCATIONAL CONCERNS
My future?
What interests me?
Job opportunities?
ACT, PSAT, SAT - What do they mean?
What about financial aids?
What Career?
Work-study program?
PERSONAL CONCERNS
Lack of information about myself, my feelings, goals, interests
Concerns relating to my relationship with others
Concerns about my lack of social skills
Concerns about my attitudes and feelings about myself

The circles and squares were of colored construction paper - the squares connected to the circles with colored yarn.

BULLETIN BOARD DISPLAY
Source: Paris High School.

Figure C.7.3

CAREER CORNER MATERIALS - HOW AND WHAT TO COLLECT

How to Amass a Collection

Purchase books and subscriptions.

Get on the mailing list for information and education bulletins from publishing houses, schools, colleges, etc.

Invite contributions of educational materials from business, industry and government.

Establish a student clipping-service (collect newspaper articles).

Make your own directories, displays, etc.

What to Collect

Employment service vacancies, want-ads from the local paper(s).

Directories of local people resources.

Career games, simulations, films, information kits.

Career oriented periodicals for students.

Standard reference items, such as Occupational Outlook Handbook and the Dictionary of Occupational Titles.

Activity 8

USING LIVE CAREER MODELS IN THE CLASSROOM

Purpose of Activity	Implementors
To provide students an opportunity to talk with workers, possible co-workers and future employers.	Teache[illegible] Guidance Counselors Community Resource Persons (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Develop a list of community and area people with varied backgrounds who are willing to serve as resource people. Include young alumni who have work experience, and males and females in non-traditional roles, etc.	
2. Solicit parents to serve as resource persons.	Figure C.9.1 - Parents' Questionnaire.
3. Choose the person who possesses the employment to be discussed.	
4. Clear your request with appropriate school officials.	
5. Address a request to the resource person three or four weeks in advance, if possible.	
6. Confirm arrangements by writing the resource person a letter of thanks for his/her acceptance.	
7. Brief the students on the resource person's job and background and have them make up a list of questions they would like to ask.	Figure C.2.2 - Are You a Keen Observer?
8. Provide an opportunity for students to practice with their questions by interviewing someone within the school.	
9. Introduce the resource person to appropriate school personnel.	
10. Brief the resource person on planned procedures before the class begins (include a list of questions students might ask).	Figure C.10.2 - Letter to Career Showcase Participants.

Suggested Tasks to Implement Activity

11. Assign a student to introduce resource person to the group.

12. Mail a thank you letter to your resource person within a few days, and if appropriate, send a copy to his/her superior.

Resources

Activity 9

LETTING PARENTS HELP

Purpose of Activity	Implementors
To expand the resource base of people who serve and are served by students.	Teachers Parents Guidance Counselors (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Use parents as teacher/counselor assistants.	
2. Encourage parents to participate in field trips.	
3. Invite parents to be career speakers.	Figure C.9.1 - Parents' Questionnaire.
4. Ask parents to assist in coordinating and maintaining the Career Resource Center.	Activity C.7, p. 37
5. Encourage selected parents to teach Mini Courses.	Activity C.13, p. 71

Figure C.9.1

PARENTS! The students at __________ need you to help them explore the world of workers.

Name (father)_________________________ (mother)__________________________

Address____Telephone_____________

Father's occupation___________________________

Mother's occupation___________________________

Occupational experiences:

Previous occupations -

Would you be willing to visit our classroom and talk with students about your work experiences?_____________

If not, can you make suggestions as to someone who might be willing?

Name____

Telephone___________________________________

Occupation__________________________________

Hobbies or collections____________________________

Please list states or countries you have lived in _____________________________

****

Activity 10

CONDUCTING PUBLICIZED CAREER EVENTS

Purpose of Activity	Implementors
To provide large numbers of students first-hand information about an array of career opportunities.	Guidance Counselors Department Chairpersons (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Plan numerous special events, days fairs, etc.	Figure C.10.1 - Examples of Illinois Career Events.
2. Implement the plans with precision.	
a. Identify capable resource people.	
b. Tell resource people what to expect.	Figure C.10.2 - Letter to Career Showcase Participants.
c. Recruit and train aides for resource people.	
d. Explain to the faculty.	Figure C.10.3 - Memo to Faculty about Project Big.
e. Write the parents.	Figure C.10.4 - Supt.'s Letter to District's Parents.
f. Prepare the students.	Figure C.2.2 - Are You A Keen Observer? Activity C.8, p. 41
g. Publicize each event widely.	Figure C.10.5 - Advertising Brochure.
3. Evaluate each career event.	
a. Hand prepared forms to the presenters.	Figure C.10.6 - Project Big Evaluation.
b. Hand prepared forms to the listeners.	Figure C.10.7 - Student Evaluation of Career Event.

Figure C.10.1

EXAMPLES OF SPECIAL CAREER EVENTS IN ILLINOIS

Champaign schools conduct a "father" coffee before school.

Maine Township High School, Park Ridge, has a Career Night called "Project Big."

Danville Junior College conducts a departmental Career Day.

In the St. Louis area, a Career Fair lasts for one week.

Career Showcase, at Richwoods High School, Peoria, uses the school day.

Hersey High School, Arlington Heights, has a Sunday afternoon "open house."

Highland High School, Highland, devotes one full day to a Career Day.

Figure C.10.2

RICHWOODS HIGH SCHOOL
6301 N. UNIVERSITY STREET
PEORIA, ILLINOIS 61614

ROBERT E. BAIETTO
PRINCIPAL

RACHEL SHEPHERDSON
ADMINISTRATIVE ASSISTANT

EVELYN J. CAMPBELL
DEAN OF GIRLS

JOHN HATTON
DEAN OF BOYS

Date

Thank you very much for your willingness to participate in Richwoods Career Showcase. Without your cooperation this program could not be possible.

The objective of the program is to provide first hand information about particular occupations to students and make their present schooling more relevant.

Your business may have materials for you to bring along (pamphlets, etc.) which is quite acceptable. We would also like to video-tape your session with the students. If you object to video-tape or a tape recorder, please let us know. We would also like to know if you would be willing at some future date to have a small group of students spend an hour or two with you at your place of business. They would probably want to take pictures of you at work. This would be a one or two time deal and not an every week or every month affair. When you come to Richwoods on __________________, a student will be waiting in the main office to greet you. He will take you to the room where the session will be held. Here are the kinds of things we think the students would like to hear about.

--What is your job title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?

Figure C.10.2 - continued

- --What do you consider the best points of your job? the worst?
- --Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
- --You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
- --What is the outlook? Will this type of employment exist when these students enter the world of work? What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
- --What training is required? (High school? Trade School? College? Apprenticeship? Graduate degrees?)
- --Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
- --How does this type of career relate to what these students do now in school?
- --General information on working conditions, bosses, employees, etc.

The session will be one hour in length. After you speak to the students they may want to ask questions. About the last five minutes someone from the guidance department will be on hand to close the session.

Again, thank you for your cooperation. We eagerly look forward to your visit.

Sincerely,

June Combs,
Director of Guidance

Shirley Horwedel,
Counselor

Figure C.10.3

Maine Township High School South

1111 South Dee Road
Park Ridge, Illinois 60068
Telephone 825-7711

Clyde K. Watson
Principal

Robert G. Barker
Assistant Principal

Robert V. Simonson
Assistant Principal

March 12, 1973

Dear Faculty Member:

A fundamental purpose of education is to prepare the young to live a productive life. A basic concept of the current trend in career education is that educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. Our main thrust is to prepare students for a successful life of work by increasing options for occupational choice. With this philosophy in mind, I would like to enlist your assistance in promoting the 1973 edition of PROJECT BIG, District 207's annual career night. This year PROJECT BIG will be held at Maine West on Thursday, March 22, from 7:00PM to 10:00PM.

Our purpose is to give students an opportunity to explore careers by talking directly with people who work in the occupations represented. Over 200 people will be at Maine West on March 22, representing over 140 occupations in trade, technical, business, scientific, medical, and professional careers.

The awareness of and the exposure to PROJECT BIG is the key to its success. It is my hope that each of you will discuss PROJECT BIG with your students and relate your subject area to career possibilities.

Any effort on your part to get the word out on PROJECT BIG will be appreciated.

Sincerely,

Kenneth W. Reese
Career Counselor

RB

KWR:a

Figure C.10.4

Maine Township High School District 207

Richard R. Short
Superintendent

Ralph J. Frost Administration Center
1131 South Dee Road
Park Ridge, Illinois 60068
Telephone 696-3600

March 7, 1974

Dear Parents:

You are cordially invited to attend "Project Big" - Maine Township High School District 207's fifth annual Career Night - to be held at Maine Township High School East on Wednesday evening, March 27, from 7:00 to 9:30 p.m.

"Project Big" (Business-Industry-Growth) is considered one of the finest career-oriented programs in the country. Its purpose is to give students and parents an opportunity to explore career interests, and gain a broader understanding of the many vocations in industry and business by talking directly with people who work in the many occupations available in the surrounding area. Last year, 3,500 students and parents came to hear about job descriptions, become acquainted with skills and preparations needed for various careers, and visit the numerous business displays and exhibits.

Approximately 150 people representing over 100 occupations in trade, technical, business, scientific, medical and professional careers will be available to provide occupational information this year. We believe you, as parents, will find "Project Big" stimulating and worthwhile, and we are sure students will find it extremely helpful in getting a head start in career planning. It will also provide an opportunity for both students and parents to become acquainted with the many facets of the cooperative education program available at the Maine Township High Schools.

Save the date - Wednesday evening, March 27, from 7:00 to 9:30 p.m. - for "Project Big," Maine Township High School District 207's annual Career Night, at Maine Township High School East, Dempster Street and Potter Road, in Park Ridge.

Sincerely,

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

Richard R. Short

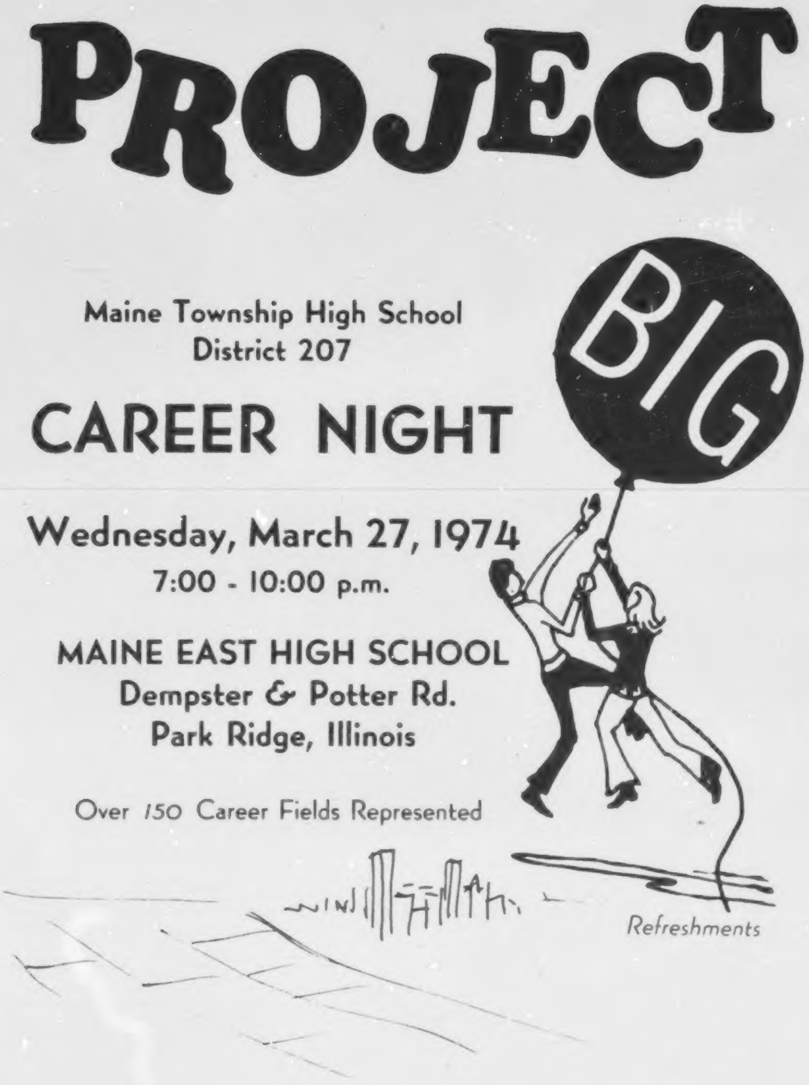
RICHARD R. SHORT
Superintendent of Schools

Figure C.10.4 - continued

PROJECT BIG CAREERS

Accounting
Accounting-Industrial
Advertising
Air Conditioning and Refrigeration
Airline Mechanic
Airline Pilot
Airline Reservationist
Airline Stewardess
Appliance Repair
Apprenticeship Program
Architecture
Architecture Technologist
Artist
Autobody Repair
Automotive Parts and Service
Automobile and Truck Mechanic
Baking
Banking-General
Banking-Loan Officer
Banking-Operations
Barber-Hair Stylist
Beautician
Bookkeeping
Building Construction
Business Machine Repair and Service
Business Management
Catering
Chef and Cook
Chemistry
Chemical Technicians
Child Care
Commercial and Advertising Art
Computer Programming
Cooking-Institutional
Conservation
Data Processing
Dental Assistant
Dentistry
Dental Hygienist
Dental Laboratory Technician
Design
Drafting
Education-Elementary
Education-Handicapped
Education-Preschool
Electrical Careers
Electronics
Engineering-Civil Structural
Engineering-Chemical
Engineering-Consulting
Engineering-Electrical
Engineering-Industrial
Engineering-Technician
Fashion Design
Fireman
Florist
Food Service
Food Store Management
Foundry Man
Graphic Arts
Home Care Nursing
Horticulture
Hotel and Motel Management
Illinois State Employment Service
Inhalation Therapy
Insurance Careers
Interior Design
Investments
Jeweler
Journalism
Law
Legal Secretary
Librarian
Machinist and Machine Trades
Manufacturing Careers
Marketing
Medical Laboratory Technician
Medical Technologist
Metal Casting
Ministry
Modeling
Mold Maker
Music Careers
Nuclear Medicine
Nurse-Clinical Specialist
Nurse-Liscensed Practical
Nurse-Registered
Nutritionist
Occupational Therapy
Office Work-General
Office Work-Secretarial
Optometry
Patternmaker
Personnel Management
Petroleum Industry and Production
Pharmacy
Photography
Physical Therapy
Physicians
Plastics
Policeman
Postal Service
Printing and Binding
Printing and Publishing
Production Control
Public Relations
Radiologic Technology
Radio-TV Servicing
Radio-TV Careers
Real Estate-Commercial
Real Estate-Residential
Recreation
Recreational Therapy
Restaurant Management
Research and Development
Retailing-General
Retail Management
Sales Careers
Savings and Loan Financial Institutions
Service Station Occupations and
  Petroleum Related Occupations
Social Work
Supermarket Careers
Telephone Careers
Tool and Die
Travel Agency Careers
Trucking Industry Careers
Traffic Management
United States Armed Forces
Veterinarian

Figure C.10.5



PROJECT BIG

Maine Township High School
District 207

CAREER NIGHT

Wednesday, March 27, 1974
7:00 - 10:00 p.m.

MAINE EAST HIGH SCHOOL
Dempster & Potter Rd.
Park Ridge, Illinois

Over 150 Career Fields Represented

Refreshments

Figure C.10.6

PROJECT BIG PARTICIPANT EVALUATION

Your point of view as to the success of PROJECT BIG is solicited. It will assist the committee in having an even more effective event next year. Please complete the form tonight before leaving and return it to the registration desk at the front of the gym or give it to Mr. Keith Honn, Project Big Chairman. If you prefer to complete the evaluation at your place of work, an envelope will be provided for returning it within a week.

Mr. Keith A. Honn, Career Counselor
Maine Township High School East
2601 W. Dempster Street
Park Ridge, Illinois 60068

(check one)

1. Is this the first time you have participated? . . . . Yes_____ No_____
2. Was the lead time given you to prepare for your participation sufficient? . . . . Yes_____ No_____
3. Were the instructions given to you covering participation adequate? . . . . Yes_____ No_____
4. Were the space and facilities provided for you satisfactory? . . . . Yes_____ No_____
5. From your observation of the event itself, how would you rate the overall aspects of PROJECT BIG?
   Poor_____ Fair_____ Good_____ Excellent_____
6. Do you feel this kind of activity is helpful to the public relations aspect of your business or industry? . . . . Yes_____ No_____
7. Are you satisfied regarding the frequency (once a year) of this kind of endeavor?
   About right_____ Not enough_____ Too much_____
8. Estimate the number of people who visited you . . . . _______________
9. Considering the interest expressed in your occupation and the number of people you talked to tonight, would you recommend that the occupation be included in next year's program? . . . Yes_____ No_____

Your comments enlarging on any of the questions above or other aspects of making future Career Nights more effective are solicited. Please be frank and candid. We appreciate your participation and your comments. The value of this cannot be over-estimated.

____

____

____

____

(Your name)_______________________________ (Career represented)____________________

Figure C.10.7

PLEASE PRINT - (MUST BE FILLED OUT CLEARLY AND COMPLETELY--TURN IN AT END OF SESSION)

1. Class and teacher from which you were excused:

Class__________________________ Teacher__________________________ Hour______

2. Student's Name____
Last First Middle

3. Circle one: Soph. Jr. Sr. Counselor's Name_________________

4. Name of Career Showcase Attended____

5. Speaker's Name____

6. Are you definitely interested in this career? (Circle one)

Yes No Maybe

7. Would you like to talk with your counselor about this career?

Yes No

8. Would you like to see your counselor about any other career?

Yes No

List careers which you would like to discuss:

____

____

Note to teachers: Use this sheet as a check against your attendance list of those attending from your class. Please notify the Deans if there is a discrepancy. Also list any one whom you believe to have violated our rules. They will be denied admission to future showcases this year.

Source: Richwoods High School, adaptation.

Activity 11

HELPING STUDENTS MAKE INFORMED CAREER DECISIONS

Purpose of Activity	Implementors
To help students reexamine their thoughts about future careers.	Guidance Counselors Vocational Teachers Academic Teachers (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Administer published inventories of interests and aptitudes.	Figure B.3.4 - Commonly Used Inventories. Figure B.3.5 - Methods of Expressing Test Scores.
2. Introduce students to informal assessment tools.	Figure B.3.2 - Examples of Informal Assessment Tools.
3. Remind students of career opportunities.	Activity C.7, p. 37
4. Provide synthesizing experiences.	Figure C.11.1 - Personal Data Sheets.
a. With the student, go over all the material in his/her cumulative folder.	Ref. 31 Agricultural Education in Public Schools
b. Select items from study guides.	Ref. 13 Deciding. Ref. 12 Comparative Guidance and Placement Program.
c. Conduct a Basic Decisions Seminar.	Figure C.11.2 - Basic Decisions Seminar Form. Figure B.3.3 - Choosing a Job: An Experiment.

Figure C.11.1

PERSONAL DATA SHEET

NAME ______________________________ HIGH SCHOOL____________________________

ADDRESS____________________________ ADDRESS________________________________

APPROXIMATE RANK IN CLASS_______________

ACADEMIC AVERAGE________________________

COLLEGE BOARD SCORES:

PSAT Date_________ Verbal_________ Math_________

SAT Date_________ Verbal_________ Math_________

ACH Date_________ Scores:____

ACT Date_________ Eng_____ Math_____ Soc St_____ Nat Sc_____

Composite _________

DESIRED MAJOR__________________________

ANTICIPATED CAREER_____________________

SUBJECTS TAKEN IN HIGH SCHOOL:

Grade 9 Grade 10 Grade 11 Grade 12

INTERESTS AND TALENTS:

EXTRA CURRICULAR ACTIVITIES:

WORK EXPERIENCE:

Figure C.11.1 - continued

COLLEGE ADMISSIONS CHECK LIST

Use this convenient check list to remind yourself of individual college admissions requirements and to record the progress of your application procedures.

College Name								
College Address								
Catalog Requested								
Catalog Received								
Application Deadline								
Application Fee								
Required Tests:	Registration Deadline	Testing Date	Registration Deadline	Testing Date	Registration Deadline	Testing Date	Registration Deadline	Testing Date
PSAT								
SAT								
ACT								
Others								
Course Requirements Fulfilled								
Personal Interview Required								
Interview Appointment Requested								
Interview Date								
Interview Questions Prepared								

Figure C.11.1 - continued

References Required				
Names, Addresses of References				
References Complete				
Application Filed				
Transcript Forwarded				
College Reply Date				
Financial Aid Deadline				
Financial Interview Required				
Required Financial Forms:				
CSS Parents' Confidential Statement				
ACT Family Financial Statement				
Others				

Source: Barre, Mary E. Counselor's Sourcebook for College Planning.

Figure C.11.2

Name______________________________

Basic Decisions Seminar
Fall, 1973

PUTTING IT TOGETHER

1. List your present occupational choice(s) and check ( ) how certain you think they are.

Present Occupational Choice(s)	Very Certain	Somewhat Certain	Not Certain

2. Place an X in front of each occupation listed above that you had not considered prior to taking this course.

3. Circle each of the letters that are part of your Self-Directed Search Summary Code. Indicate, by using numbers 1, 2, 3, the order of the letters in your code.

Order	Letter	Description
____	R	Realistic - includes skilled trades, technical and some service occupations
____	I	Investigative - includes scientific and some technical occupations
____	A	Artistic - includes artistic, musical, and literary occupations
____	S	Social - includes educational and social welfare occupations
____	E	Enterprising - includes managerial and sales occupations
____	C	Conventional - includes office and clerical occupations

4. Check (✓) your primary (+) and secondary (0) interest areas as indicated by the Strong Vocational Interest Blank results. (The letters in parenthesis after each group represents the equivalent Self-Directed Search Code.)

Source: Moraine Valley Community College.

Figure C.11.2 - continued

Females

_____	I	Music-Performing	(A)
_____	II	Art	(A)
_____	III	Verbal-Linguistic	(E)
_____	IV	Social Service	(S)
_____	V	Verbal-Scientific	(I,S)
_____	VI	Scientific	(I)
_____	VII	Military-Managerial	(I,E)
_____	VIII	Business	(E,C)
_____	IX	Home Economics	(S)
_____	X	Health Related	(S)
_____	XI	Nonprofessional	(C)

Males

_____	I	Biological Sciences	(I)
_____	II	Physical Sciences	(I)
_____	III	Technical Supervision	(R,E)
_____	IV	Technical Applied and Outdoor	(R)
_____	V	Social Service	(S)
_____	VI	Esthetic	(A)
_____	VII	Business Administration	(C,E)
_____	IX	Public Contact	(E)
_____	X	Verbal-Linguistic	(E)
_____	XI	President-Mfg.	(E)

5. List five values that are important to you in considering an occupation.

____

____

____

____

____

6. List several personal needs that you would want satisfied by your occupation.

____

____

____

____

____

Figure C.11.2 - continued

7. What strengths (abilities, qualities, etc.) do you presently possess that will help you be successful in your future occupation?

8. What additional strengths do you need to develop in order to increase your chances of success in your future occupation?

9. (a) Looking at the above information (1-8) about yourself, summarize any consistent pattern in your occupational choice(s), interests, values and/or needs, and strengths.

(b) From the above information (1-8), summarize any conflicts between your occupational choice(s), interests, values and/or needs, and strengths.

Activity 12

TRYING SIMULATION, GAMES, PROBLEMS AND CASE STUDIES

Purpose of Activity	Implementors
To provide students opportunities for "trying out" ideas, ways of handling situations, and dealing with others in a job context.	Guidance Counselors Teachers Placement Director Coop Coordinator ________________________ (Local Leadership)
Suggested Tasks to Implement Activity	Resources
1. Obtain one or two group simulations or games.	Figure C.12.1 - Examples of Simulations and Games. Ref. 6 *Facilitating Career Development*, pp. 81-82.
2. Design some simple case studies and occu-dramas.	Figure C.12.2 - Devising Own Case Studies and Occu-dramas.
3. Let students analyze their decision making strategies. e.g. *Deciding*, produced by the College Entrance Examination Board.	
4. As skill and understanding develop, increase the complexity of the cases.	Figure C.12.3 - Case Study on Paul.

Figure C.12.1

EXAMPLES OF SIMULATION AND GAMES TO FOSTER CAREER DEVELOPMENT

1. Life Career Game. New York: Western Publishing Company, Inc.

   Utilizes prepared materials, including cases, options available to the case individual, and expectancy tables based on census data. A simulation activity to teach 2 - 20 students about life cycles resulting from career decisions.

2. Job Experience Kits - Grades 9-12. Chicago: Science Research Associates.

   Provides work-simulation experiences in 20 occupations. Students solve problems typical of each occupation. Allows for additional exploration of attitudes and feelings. Also provides interaction among members about work skills, values, and goals. Some kits include tools.

3. Man/Woman. Psychology Today magazine.

   A game board with turns indicated by dice; problem cards as in Monopoly. Excellent for consciousness raising, expecially when roles are reversed.

4. Economic System. New York: Western Publishing Company, Incorporated.

   Requires players to take role of worker, farmer, manufacturer or miner. 7 - 13 players serve as producers, suppliers and consumers. Investment, creation of capital, trading, and taxation are required to win in this 2 - 4 hour game.

Figure C.12.2

DEVISE YOUR OWN CASE STUDIES AND OCCU-DRAMAS

Example:

A hypothetical pupil, similar to students in the group, goes job hunting via the Want Ad section of a local paper. Options are available. Each group member selects an option, explains his plan of procedure, and roleplays his/her activities to get the job.

Points to Keep in Mind:

1. Keep the design general, flexible, and realistic for the audience.
2. Stress problem solving.
3. Encourage brainstorming.
4. Don't make the first ones too long or complex.
5. Let students get involved in the construction of the case studies.

Figure C.12.3

Gathering information about Paul

Use this worksheet to record what you will learn about a young man named Paul, so that you can help him make a career decision.

Information will be given to you about what is important to him—his values, skills, talents, personality traits, experiences at work, in the home, in the school and in his community. Begin with "Paul's Background Resume" (worksheet #2) then go on to "Paul Speaks About Himself" (worksheet #3) and finally note any other facts and impressions you pick up about him through "Statements made by Paul's Friends and Family." (worksheet #4)

What Paul seems to value and hold important about work.	Personality traits and interests.
Skills and talents.	Work experience in the home, school and community, as well as jobs.

Other points of information that you feel are important to record about Paul.

Source: J. C. Penney Company, Inc. "A Profile of Paul; A Case Study with Overhead Transparencies," Career Development Kit, 1974.

Figure C.12.3 - continued

Paul's Background

2

Resume

Education:	
High School:	Graduated one year ago in a general education program.
Academic Record:	Good in English, science, and math; fair marks in social studies, and languages; elected courses included: shop (woodworking), family-life, sociology, mechanical drawing, health and driver's education -- did well in all of these.
Extra Curricular Activities:	Ridgefield High Students For A Cleaner Environment Ridgefield Township Swim Team Intramural Basketball Club Camping
Post Secondary Education:	Attending Community College in evenings; courses in: elementary psychology, photography, biology.
Work Experience:	Magic Garden Flower Shop -- part-time during senior year in high school. Responsibilities: delivered flowers, assisted in floral arrangement during holiday season. Ridgefield Recreation Center -- summer following senior year in high school. Responsibilities: lifeguard at pool, assistant coach junior swim team. Ruggles Garden Supply -- full-time following summer position, employed 6 months. Responsibilities: delivery of supplies, some planting and landscaping. Red Robin Nursery School -- presently employed 4 months. Responsibilities: bus driver (drives children to and from school), handyman (small repairs of equipment and toys, cares for grounds around the school).
Volunteer Activities:	Assistant Coach Ridgefield Township Junior Swim Team, during summer and presently.

Figure C.12.3 - continued

Paul speaks about himself

3

So, I'm nineteen, and I haven't got a job that my folks think is really right for me—but I don't think I'm so different from other kids my age.

My father, although he doesn't really pressure me, offered to pay for college or technical school after high school, but only on the condition that I enroll in a full time program. My mother kind of takes my side and tells Dad "I'm finding myself," which is really how I feel.

When I graduated from high school I found myself with no clear cut direction to take. I still needed time to explore several areas to decide what would be best for me. I've taken three courses at the local community college in three different areas—so you can't say I'm not trying. I did pretty good too.

I like my present job. Driving those little kids to nursery school has turned out to be fun. It amazes me how you look at kids differently when they're not your own brothers or sisters. But I must admit I wouldn't want to drive a bus forever.

There's a job opening up at the nursery school that I have a chance of getting. It would involve working with the children as a Child Care Assistant. Of course I'd have on-the-job training and would be required to take some child development courses at night. Mr. Patton, the Director of the nursery school, assures me it's a field both guys and girls are going into, but I'm hesitant.

I have to give this some thought if I'm going to commit myself to one area—maybe I should think about the other things that interest me like environmental science—the whole plant and ecology scene interests me—must be some good jobs in that field.

One of the teachers at work thinks I'd be good working with the children but it's something I've never really tried before—I wonder what other people would think?

Figure C.12.3 - continued

Statements made by Paul's friends & family

4

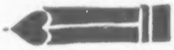
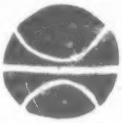
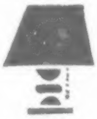
Mom:	"Saturday fishing trips and hikes were a regular thing for Paul. He and his younger brother, Johnny, were up and gone at the crack of dawn."	
Sister:	"Paul's got a really good sense of humor. He's an artistic person too, although he doesn't always show that side of his personality. He used to make great looking terrariums when he worked for the florist shop—gave me one for my birthday."	
Father:	"He had decent marks in school—I wonder what happened to his ambition?—I'm sure he'd make a great architect—look how well he did in mechanical drawing."	
Mr. Ruggles:	"I often wonder why Paul stopped working for me in my garden supply store. He was a good worker, even started taking on more responsibility and helped me in planning some landscaping projects. Guess he got tired of working only with me—he seems to enjoy being with people more than I do."	
A friend: from High School	"I could never stand the activity of a nursery school the way Paul does. My own brothers and sisters cause enough confusion; but then again Paul's always been more organized than I am. In high school he was one of the guys who planned the intramural basketball program.	
Mr. Patton: Director of Red Robin Nursery School	"I think Paul's a responsible individual, that's why I hired him for the bus driving job. He also takes care of the property and repairs items such as toys and broken equipment. I'm thinking about offering him a position working with the children in the nursery school. I just wish he wouldn't wear blue jeans to work—but that's his easy going style."	
Paul's brother: Johnny	"Paul's nice to me but sometimes he's pretty mean—like the time I went into his room, and accidentally broke the lamp he had made in shop class. I thought it was funny looking anyway—but I guess he was sort of proud of it."	
A friend:	"Paul's a generous person. He doesn't seem to worry about expenses, but if he plans to do all the things he's thinking of in the future . . . he better start saving now."	
Supervisor of Lifeguards: Ridgefield Park Pool	"I met Paul when he worked as a lifeguard and he has helped coach the junior swim team. He works well with the kids, but sometimes forgets the important details that are required on the job."	
A classmate: Ridgefield Community College	"Paul is a sensitive person. I noticed that when viewing some of the pictures he took for his portfolio in our photography class. He has a feeling for people and a good sense of design."	

Figure C.12.3 - continued

Paul's Alternatives

5

Paul has been offered the job of Child Care Assistant by Mr. Patton, the Director of The Red Robin Nursery. As he begins to think over the decision he must make, he feels he is faced with three alternatives. Based on the information you have gathered about Paul, which alternative do you think he should take?

What information do you have to support this?

What values and needs will be met through this choice?

Are there some needs he will not be able to satisfy by making this particular choice?

What are other ways he might meet these needs?

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Activity 13

TRYING CAREER-RELATED MINI COURSES

Purpose of Activity	Implementors
To offer occupational survival skills to students.	Teachers Guidance Counselors Community Resource Persons (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Establish courses to be taught. e.g. a. problem solving. b. decision making. c. labor-management relations d. test taking e. personal relationships	Figure C.13.1 - Human Potential Seminar Brochure.
2. Identify qualified persons to teach mini courses (a good opportunity to bring in parents or other community resource people to teach).	
3. Establish facilities to be used.	
4. Establish length of courses (days, week, hour, etc.).	
5. Allow students to sign up for courses. They can be taken during their free time or during study halls.	

Figure C.13.1

OBJECTIVES

The ultimate goals are those of self-determination, self-motivation, and an increase in self-worth and self-confidence. Each participant, through his own efforts and through the group's interaction, achieves these goals as he:

- becomes aware of his own value system
- becomes aware of new strengths and potentialities in himself and in others
- develops motivation to change what he perceives needs changing
- experiences a greater degree of control in his life
- relates to others in a more natural and meaningful manner
- enjoys everyday experiences more fully
- understands his achievement patterns and the way in which they encourage or inhibit the use of individual potential
- becomes able to establish and to achieve immediate and long-range goals that utilize his personal strengths and values

PARTICIPANT RESPONSES

Following are typical responses from participants of campus Human Potential Seminars last semester:

- "I was made more aware of my personal worth."
- "The Human Potential Seminar was a truly rewarding experience."
- "I saw in the Seminar the actual and [illegible] of bringing out the honesty in myself."
- ". . . a marvelous experience . . ."
- "I decided you can't always [illegible] actions. After you get to know a person [illegible] personality seems to change."
- "I learned to express myself better."

COUNSELING OFFICE
Illinois Central College
Post Office Box 2400
East Peoria, Illinois 61611

Hung Up On Who You Are, Where You're Going? Try . . .

HUMAN POTENTIAL SEMINAR

Psychology 190

**Sponsored by Social Science Division
and Counseling Center**

Illinois Central College — East Peoria, Illinois

BEST COPY AVAILABLE

Figure C.13.1 - continued

INTRODUCTION

Today's academic community, dedicated as it is to helping students acquire the body of knowledge and information needed for intelligent participation in a free, democratic society, often places students in an environment which fosters stress rather than a release of innate potential. Most students in this situation use only about 10 percent of their human potential — not only academic potential, but the potential to be creative, to feel, to think, to enter into meaningful personal relationships, to have fun and to develop one's self.

The faculty of the Social Sciences Division and the Counseling Center, realizing the community college's obligation to provide training directly aimed at student self-discovery, self-acceptance and self-fulfillment, are offering small group experiences known as HUMAN POTENTIAL SEMINARS.

The Human Potential Seminar may be taken as a credit course, Psy 190-1.

Human Potential Seminars, unlike group therapy or sensitivity training, focus on what is right with participants rather than on what is wrong with them. Students are exposed to positive growth experiences in which they learn of their individual capabilities for achievement and success, and of the personal strengths which they can use to motivate themselves toward realizing their full potential.

Participants develop an awareness of their personal value systems; and, through a systematic program of goal setting, they learn how to take increased direction over their own lives.

SEMINARS . . . AT A GLANCE

Human Potential Seminars in this series include a group of from seven to twelve participants, plus a leader, who assumes the role of facilitator. The groups meet once a week for eight weeks. Interested students should check the current class schedule to find dates and times groups will be offered.

The atmosphere of the Seminars is one of freedom and permissiveness; it is one which encourages mutual trust, understanding, honesty, acceptance and support. It is a situation in which people learn about themselves and others by dealing with themselves and with others within a group setting.

Members, therefore, are provided with an opportunity to grow as individuals in an atmosphere in which they are accepted as persons. This "accepting" concept implies just that, accepting another person as being valuable just because he is an individual human being — not because he is like, or different from others, but just because he "is."

When a person enters the Human Potential Seminar, there are five phases through which he passes as a part of the experience.

First, he engages in a **personal unfoldment** experience, during which he is encouraged to share as deeply as he can those experiences which he feels have contributed to his being the person that he now is.

This is followed by the **achievement acknowledgment** phase, in which each participant shares with the group, on a voluntary basis, experiences of achievement, success, or satisfaction he remembers having had in his life.

The third phase, **goal establishment**, is structured to help students become aware of how to achieve those things they want to achieve.

The fourth phase is **value clarification**, during which participants identify and rank values in their order of importance. This activity helps each participant to become aware that an understanding of his values will help him to gain a greater degree of direction in his life.

Following this phase is a process called **strength bombardment**, in which each student voluntarily cites his personal strengths and invites group members to share the strengths which they see in him. Attention is also given by the group to what keeps a person from using his strengths fully.

A group fantasy then is constructed in which it is imagined what each person could be doing in the future if he used his strengths.

Activity 14

FORMING CAREER DISCUSSION GROUPS

Purpose of Activity	Implementors
To provide special opportunities for students to discuss career related concerns with peers.	Teachers Guidance Counselors ________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Let students identify topics of concern.	Figure C.14.1 - You're Asking Me? Figure C.14.2 - 15 Career Related Topics.
2. Familiarize yourself with the	
a. details of good arrangements.	Figure C.14.3 - Characteristics of Good Arrangements.
b. procedures to assure group effectiveness.	Figure C.14.4 - Techniques for Group Effectiveness.

Figure C.14.1

You're Asking Me?

What Decisions In Life Are Most Difficult To Make? Why

Asked At St. Joseph-Ogden High School

Kelly Parker: sophomore: What I'm going to do when I get out school. The world's always changing.

Mickie Chapman, junior: What you're going to do with the rest of your life. And trying to decide how to answer this question.

Cindy Belenver, sophomore: I haven't really had to make any yet. I'm afraid about jobs, money, things like that in the future.

Penny Swallow, junior: Whether or not to continue school after you get out of high school. Whether you should go on to school to get a good education to get a good job or whether you should get married.

Mike Peters, junior: Trying to decide what job you want to take when you get out of high school. You might want to take one thing and you don't have the right experience for it.

Jane Brummet, junior: What you want to become. There are so many things that you can be, you have to make a choice. It's hard because I'm interested in several things.

Source: Champaign News-Gazette, April 27, 1974.

Figure C.14.2

15 CAREER RELATED TOPICS WHICH CONCERN HIGH SCHOOL STUDENTS[1]

Why do people work?

How does one "choose" an occupation?

Are certain types of information required to make a career decision?

What are my qualifications?

What does a credit or personal reference mean?

Will I have to take any tests?

How do I know if I am seriously interested in a job?

Is it necessary to adopt certain job attitudes?

What obligations does the worker have to the employer?

Must I be regular in attendance?

Job interviews - why are they important?

What criteria should be considered in making a trade school choice, selecting an apprenticeship, etc.?

What are some of the problems minority groups encounter when making a career decision?

Are home and a career for me?

Which jobs will support my hobbies?

---

[1] If you want more topics or more involvement:

Have students put unsigned statements of vocational problems in a box. Each pupil could then draw out a statement for group discussion.

If you want to see which topics are of greatest concern, ask your guidance director for copies of the Mooney Problem Check List. It's easy to administer and score.

Figure C.14.3

CHARACTERISTICS OF GOOD ARRANGEMENTS FOR GUIDANCE GROUPS

1. Divide students into groups of 8-10. These groups can be divided according to expressed interests in a particular occupation, or in topical groups to discuss general concerns in career planning. Groups can be student-led, teacher-led, parent-led, or para-professional-led.
2. Meet an hour each week at various times so as not to interrupt the same class each time; or utilize homeroom.
3. Divide the class - counselor could work with half of the class and a teacher with the other half. Should not conflict with other teaching duties.
4. Arrange for regular group sections and let students volunteer to be scheduled. Number of meetings depend on group preference and group progress. (Individual should be allowed to withdraw from the group if he or she wishes).
5. Pre-determine the time, place, and length of meetings.
6. Arrange for comfortable facilities and create an atmosphere that will encourage free and informal talking.

Figure C.14.4

TECHNIQUES TO ASSURE GROUP EFFECTIVENESS

1. Start and end on schedule.

2. Assist students in getting acquainted and learning group skills.

3. Develop a "we" feeling in the group.

4. Gather knowledge of students' background and interest.

5. Treat each student as a significant person and try to draw quiet members into group discussion.

   Example: a. Ask them questions you are sure they can answer, but also give them some questions to create thinking.

   b. Ask for their opinion.

   c. Ask them about their experiences in relation to the subject matter being discussed.

6. Listen to student ideas as well as words.

   Remember: The group leader is not required to make any contributions if the group discussion is going well.

7. Discuss concerns, but avoid voting to settle arguments - attitudes are not changed by voting.

8. Utilize various questions to avoid "getting too far off the subject."

   Example: "Where are we?"

   "What other significant areas are there to cover?"

9. Summarize effectively:

   a. Analyze.

   b. Evaluate.

   c. Clarify.

   d. Emphasize principal parts.

Encourage students to "think" about themselves in relation to what has been discussed. "What are my goals? Do they fit my interests?", etc.

Activity 15

ENCOURAGING INDIVIDUAL CONSULTATIONS

Purpose of Activity	Implementors
To help students assimilate and integrate their own knowledge, experience and values.*	Guidance Counselors Principal Teachers (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Foster self-understanding, which includes a person's relationship to his/her own characteristics and perceptions, and his/her relationship to others and the environment.	Ref. 4 AVA-NVGA, Position Paper on Career Development, p. 10.
2. Emphasize understanding of the work society and those factors that affect its constant change, including worker attitudes and discipline.	
3. Include awareness of the part leisure time may play in a person's life.	
4. Stress understanding of the necessity for and the multitude of factors to be considered in career planning.	Ref. 8 Guidance. . . p. 165-191.
5. Provide opportunity to understand the information and skills necessary to achieve self-fulfillment in work and leisure.	

* NOTE: This purpose and the tasks are highly specific to the knowledge, experience and values of a given student - as contrasted with those of adults or other students which have been introduced in other activities. It must be assumed that referrals will be made to staff who are professionally prepared to implement this specification.

Activity 16

EXPANDING THE INPUT FOR EDUCATIONAL PLANNING

Purpose of Activity	Implementors
To help students obtain necessary information for education planning.	Guidance Counselors (Local Leadership)

Suggested Tasks for Implementation	Resources
1. Post and hand out an "events calendar" for college-bound juniors and seniors.	Figure C.16.1 - Events Calendar.
2. Send parents a letter about post-high school planning.	Figure C.16.2 - Letter to Parents from Counselors and General Information Sheets.
3. Develop a hand-out on "Instructions for Filling out a College Application."	
4. Conduct a parent-student seminar on college scholarships and financial assistance programs.	Figure C.16.3 - Aid Application Procedure. Ref. 2 How About College Financing?
5. Conduct a senior status check.	Figure C.16.4 - Senior Status Check.
6. Keep accessible, updated files on post-high school programs - arranged by categories suggested by student users.	Figure C.16.5 - Area Schools for Career Training. Ref. 3 American Trade Schools Directory.
7. Arrange an articulation day for students and parents to interview representatives from higher education.	Activity C.10, P. 45

Figure C.16.1

JUNIOR YEAR

September	- Register through your counselor for the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) which will be administered in your school on October 23, 1973 (cost - $2.50). - Study PSAT/NMSQT Student Bulletin. - Check with your counselor to make sure your courses meet college requirements.
October	- Take the PSAT/NMSQT. - Remember that your first three years of high school are becoming important as more and more colleges are basing their admissions decisions on the work you do in the first six semesters.
November	- Start to explore information on colleges. See list on pages 4 and 5 for sources of information available from your counselor. Write to the colleges yourself for information and catalogs.
December	- Consider applying for a special college preparatory program for next summer. See your counselor for suggestions. - Talk to teachers and graduates from your school about the colleges they have attended.
January & February	- Start lining up a summer job. - Investigate financial aid possibilities. - Check deadline dates for special scholarship competitions.
March & April	- Register for the May STA and April ACT. (Check deadlines.) - Ask your counselor about obtaining registration fee waivers. - Make sure your parents have a copy of their federal income tax return in a safe place so that you will be able to use the information in applying for financial aid. - Ask your counselor for suggestions in preparing to take the test. - Take ACT.
May & June	- Take the SAT. - Discuss with your counselor your college choices.

Source: Sterling High School.

Figure C.16.1 - continued

COLLEGE BOUND CALENDAR

SENIOR YEAR

September	- Finalize the list of colleges to which you want to apply (usually three). Your selections should include at least one that you definitely feel will accept you. - Remember that your first semester grades may determine whether the college accepts you.
October & November	- Submit Parents' Confidential Statement and/or Family Financial Statement. - Submit Illinois State Monetary Award Application. - Submit applications for admission and financial aid. - Ask your counselor about fee waivers. - Check with your counselor to determine whether you should take the ACT and/or SAT over. If so, register immediately. - Submit test scores to college(s) that were not on your original registration form.
December	- Take SAT and/or ACT. - Write to the colleges to which you have applied and ask to visit if you have not done so. - Register for the Achievement Tests if you need them for any of the colleges to which you are applying. - Check to see if you have done everything necessary for admissions and financial aid.
January	- Take the Achievement Tests. - Check with your counselor and teachers to see that secondary school reports, letters of recommendation and transcripts have been sent.
February & March	- Have mid-year grades sent to the colleges that require them. - Start looking for summer job.
April & May	- Most colleges will notify you of their decisions on admission and some on financial aid. - Bring your letters of acceptance and/or rejection to your counselor as you hear from the colleges so he/she knows your status and will be able to assist you. - Keep your counselor informed as you receive your financial aid package. - Make a decision on accepting financial aid packages as you receive them. - See your counselor for help.
June	- You must have your school send final transcripts. - Continue to keep your counselor informed.

Figure C.16.2

STERLING HIGH SCHOOL
1608 Fourth Avenue
STERLING, ILLINOIS 61081

Dear Parents:

The counselors of Sterling High School feel that it would be beneficial for parents to receive general information concerning post high school planning for their sons and daughters. Therefore, we are taking this opportunity to send you in outline form some information which you might find worthwhile to discuss with them. The material which we have outlined very briefly in the attached information bulletin will be discussed with students. Since they do not always pass this information along, we feel that it might be helpful to you to have this information available to assist you in aiding your son or daughter plan their future.

Since the brief information bulletin cannot possibly answer all of your questions, please feel free to call or visit any of the counselors at the high school. They may be reached between 8:00 a.m. and 4:00 p.m. on school days at 625-6800 at the following extensions:

Mr. John Bishop	Extension 36
Miss Jane Farber	Extension 55
Miss Thomasine Cannell	Extension 29
Mr. Harold Cherry	Extension 53
Mr. Dewayne Davis	Extension 51

Your cooperation in helping us in our mutual concern is greatly appreciated.

Sincerely yours,

GUIDANCE DEPARTMENT

enclosure

Figure C.16.2 - continued

GENERAL INFORMATION CONCERNING POST HIGH SCHOOL PLANNING

The following information is related to educational planning after high school. Much of the information is applicable to vocational-technical schools as well as colleges and universities.

Admissions Test

I. Most colleges will require prospective students to take either the American College Test (ACT) or Scholastic Aptitude Test (SAT).

II. Colleges use these for various purposes
  A. Selecting students for admission
  B. As an aid for advising students
  C. Placement

III. The S.A.T.
  A. Part of the College Entrance Examination Board test program (CEEB). Usually referred to as the "College Boards".
  B. These tests consist of the three-hour SAT given in the morning, and a maximum of three - one hour Achievement Tests given in the afternoon.
  C. Some schools require the SAT only, while others require the SAT and a certain number and type of achievement tests.
  D. It is not recommended to take both the SAT and three achievement tests on the same day.
  E. The test consists of a Verbal and Mathematical section. It is scored on a scale of 200 to 800.
  F. The cost for SAT - $6.50 - additional cost for Achievement Test.
  G. Given five times throughout the year.
  H. Test registration and booklets are available in the Guidance Office.
  I. Do the registration yourself - not your parents.

IV. The A.C.T.
  A. Three-hour educational development test covering the fields of English, mathematics, the social studies, the natural sciences and word usage.
  B. All state schools in Illinois require the ACT.
  C. The ACT is scored on a scale of 1 to 36.
  D. Illinois State Scholarships are awarded partly on the basis of the ACT.
    1. Juniors should take during the spring testing.
  E. Test registration material and booklets are available in the Guidance Office.
  F. Cost for ACT - $6.50.

V. When to take tests
  A. Best to take tests as early as possible.
    1. ACT - spring testing
    2. SAT - spring or summer testing
  B. You can take test more than once.
    1. Colleges will generally accept higher score.

Source: Sterling High School, adaptation.

Figure C.16.2 - continued

VI. If you are unsure as to what colleges you are interested in, it is best to take both tests.
   - A. Can take either ACT or SAT in the fall of your senior year.

Financing Education

I. On the average, how students finance an education
   - A. Parents pay 40% to 50% from current incomes.
   - B. Students use their own savings and earnings to pay for almost 25%.
   - C. Parents pay another 10 to 15% from family savings and loans.
   - D. Scholarships provide only 10 to 20% of total college expenses

II. How education may be financed
   - A. Family help - from savings, income
   - B. Insurance
   - C. Student earnings through work
   - D. Loans
   - E. Scholarships

III. How colleges are helping students
   - A. Scholarships
   - B. Loans
   - C. Employment
   - D. Grants

IV. Financial Aids
   - A. Most depend on two factors
      - 1. Educational promise as determined from school record and/or test
   - B. Recent tendency is for smaller scholarship awards but more available
      - 1. Very few scholarships available for large amounts
   - C. One of the best sources available is the college you wish to attend
      - 1. Write college for information
      - 2. College belonging to CEEB scholarship service (available from counselor)
      - 3. College belonging to ACT scholarship service (available from counselor)
   - D. Various types of eligibility for scholarships
      - 1. Certain rank in class
      - 2. Must take test - example: ACT, PSAT, etc.
      - 3. Must attend certain school
      - 4. Enter certain field - engineering, nursing, etc.
      - 5. Agree to employment
      - 6. Son or daughter of employer
      - 7. Must evidence need for assistance
   - E. Examples of Financial Aid
      - 1. Illinois State Commission
         - a. Take ACT
         - b. Upper half of class
         - c. Tuition up to $1200
      - 2. Illinois State Grants
         - a. Applications available in the fall of senior year
         - b. Pays tuition up to $1200, based on need
      - 3. Illinois County Scholarship
         - a. Take Test
         - b. Attend University of Illinois
         - c. Pays tuition and fees for four years

Figure C.16.2 - continued

4. Special Education Scholarship & Adult Education Teacher Scholarship
    a. Sterling High School awards scholarship
    b. Upper half of class and plan on teaching
    c. May attend any state college
    d. Pays tuition and fee for four years
    e. Must sign statement of entering special education field
5. General Motors
    a. No limitation on course of study or career
    b. Both young women and young men eligible
    c. 387 four-year scholarships - from $200-$2000 a year depending on need
6. Church related scholarships
7. National association scholarships (Elks, PTA, etc.)
8. Industrial scholarships

F. Loans
1. National Defense Education Loan
    a. Apply at college you enroll
    b. May borrow up to $1000 per year for 5 years
    c. Not required to pay back until one year after graduation
    d. 10 years to pay - 3% interest on unpaid principle after payment begins
    e. Teacher will have 10% of loan cancelled for each consecutive year they teach up to a maximum of 50%
2. State Guaranteed Loans

G. Work
1. During school
    a. Not recommended during freshman year
    b. Contact employment service at school
2. During summer
    a. Colleges will expect
        1) Boys $300 before freshman year, $350 before sophomore, $400 before junior and senior year
        2) Girls $200 before freshman year, $250 before sophomore, $300 before junior and senior year
3. May be able to secure job during Christmas vacation

College Applications

I. Applying to colleges
- A. When to apply
    1. As soon as possible in the fall of senior year
        a. Check catalogue for earliest date
- B. Securing application
    1. Write directly to college to which you are applying
    2. Address the letter to the Director of Admissions
- C. How many colleges should you apply to?
    1. Will vary with the student
        a. Depends on
            1) Type of student - rank in class and grades
            2) Type of school to which you are applying--how competitive
            3) Discuss with counselor

Figure C.16.2 - continued

- D. Sending in applications and transcripts
  - 1. Bring application to counselor and request transcript to be sent to college (include check for application fee)
- E. Cost of application
  - 1. Some colleges (increasing each year) require an application fee
  - 2. Generally from $10.00 - $25.00
- F. Hearing from colleges to which you have applied
  - 1. Colleges have different types of procedures in deciding on application
    - a. Some have rolling admissions
    - b. Some have an acceptance date deadline
- G. Upon receipt of notices of acceptance
  - 1. Make final selection
  - 2. Notify that school and other schools of your decision
  - 3. Notify your counselor
  - 4. Sending housing applications and room deposit if required, make any supplementary applications which are necessary, make appointments for placement testing, if available in advance

- II. Things colleges consider in accepting students
  - A. High school grades
  - B. Class rank
  - C. Subjects taken
  - D. Test results (SAT or ACT)
  - E. Recommendations
  - F. Extra-curricular activities
  - G. Autobiography (if required)
  - H. Meeting application deadlines

Visiting a College

- I. When
  - A. Best to make arrangements when high school is not in session
    - 1. Summer
    - 2. Teacher Institute
  - B. Important to see college when students are attending
    - 1. Not during a day when college students are not in attendance

- II. Procedure
  - A. Write or contact, in some way, appropriate individuals to inform them that you plan to visit
    - 1. Contact in enough time for them to notify you of how acceptable the date is
    - 2. Include in your notification what day and approximately what time you plan to arrive

- III. What to look for and do
  - A. Use guide which is found in the College Selection Guide
  - B. Facilities
  - C. Visit classes--if possible
  - D. Talk with students
  - E. Have a list of questions you wish to ask
    - 1. Have an idea of what you are looking for in a college

Figure C.16.2 - continued

IV. What to do if you can't visit a college because of the distance away from home
   A. Second best to a campus visit is a session with a college admissions officer at your school
   B. You may know a recent graduate or a person now enrolled in the college you are interested in. Talking with such a person may be very helpful.

What School For Me

I. Things to consider in selecting a school
   A. Geographic location of school
      1. How far from Sterling?
      2. Transportation facilities
   B. Type of school
      1. State supported
      2. Denominational
      3. Co-educational
      4. How are funds secured to finance the school?
   C. Large or small school
      1. Enrollment
      2. Proportion of men to women
      3. Advantages of large or small school
   D. How does the college rank in regard to my vocational preference?
      1. Does it have an outstanding department?
   E. Admission requirements
      1. Are there certain limitations as to the number of entering freshmen?
      2. Are certain prerequisites required?
      3. How does your rank in the graduating class affect entrance?
      4. Is an admissions test required?
   F. Recognition by Accrediting Association
      1. Is the school recognized by one or more of the various regional or National Associations?
   G. Faculty of the College
      1. Are they recognized as authorities?
      2. How about their training and experience?
   H. Cost
      1. What does tuition cost?
      2. What does tuition cover?
      3. Board, room, books, activity fees, etc.?
   I. Housing facilities
      1. Dorms
      2. Fraternities
      3. Sororities
      4. Private Homes
   J. Opportunities for self-help
      1. Does the college help in securing part-time work?
   K. Scholarships available
      1. Kind
      2. Value
   L. Do you desire an ROTC program?

*CAUTION:

Some vocational schools are interested in money only. Beware of signing anything without checking into the school and its program. Please feel free to consult with the high school counselors.

Figure C.16.3

OVERVIEW OF FINANCIAL AID APPLICATION PROCEDURE

Students and parents will want to make certain that they fully understand the basic steps in applying for admission and financial aid. Following is an overview of those steps, with a brief discussion of the rationale behind each.

1. Apply for admission to the school/college of your choice. Students may want to apply for admission to more than one institution in order to be reasonably certain of being accepted at one of them. While application procedures at most institutions will involve the writing of a college entrance examination (commonly either the ACT Assessment or the Scholastic Aptitude Test), eligibility for financial assistance through the major federal and state financial aid programs is not contingent upon these test scores. Remember that students do not receive financial aid until they have been admitted. The sooner the student processes his application for admission, the sooner he becomes eligible for financial support from the college, which is especially important if the college has limited funds and must dispurse them on a first-come-first served basis.

2. Apply for financial aid at each college/school to which you apply for admission. The financial aid officer on each college or vocational school campus is just as important a contact as the campus admissions officer. His job is to provide financial assistance to needy students to the maximum extent possible. On most campuses in Illinois the student must make formal application for financial aid, usually by a specified deadline which may or may not be the same as the admissions application deadline for each campus. In addition to administering institutional funds, it is the financial aid officer who may be able to assist students through such federal financial aid programs as the Supplemental Educational Opportunity Grant, The National Direct Student Loan, and the federal College Work/Study program.

3. File the appropriate need analysis form. Eligibility for many financial aid dollars today is based upon financial need. The students and their parents are expected to contribute what they can from family income and assets toward college expenses, and the colleges and scholarship agencies will help to provide the rest. In order to assess the family's ability to contribute, many financial aid officers require that their students file either a Parents Confidential Statement (PCS) or a Family Financial Statement (FFS). The student can find out which form he should file from the financial aid officer or by consulting any one of many college handbooks which provide this information.

4. Apply for a Monetary Award from the Illinois State Scholarship Commission. Through the 1974-75 Monetary Award Program, students may receive up to $1300 per year toward their tuition and fees at any approved Illinois college, university, hospital school of nursing. Counselors will be

Source: Sterling High School.

receiving supplies of the new 1974-1975 Monetary Awards Applications in mid-November. Although the application deadline for the program is September 1, 1974, you are encouraged to apply as soon as possible.

5. Apply for the federal Basic Grant. The 1974-75 Basic Grant application forms are expected to be released in February, 1974, and supplies will be sent to high schools and colleges across the nation. Like the Monetary Award, Basic Grants are based upon financial need. Unlike the Monetary Award, Basic Grants can be used at approved vocational-trade schools throughout the nation.

Beyond these basic application procedures, many students each year find it necessary to apply for additional resources in order to meet their college expenses. They may apply for assistance through a variety of scholarship agencies, from private donors, from agencies of state government (such as the Department of Public Aid or the Division of Vocational Rehabilitation), or from the federal government (such as the Social Security or Veterans Administration). The Illinois Guaranteed Loan Program, which is also administered by the Illinois State Scholarship Commission, represents another source of assistance for students who have completed all other application procedures. Through this program students may borrow up to $2500 per year--depending upon their class level--for both undergraduate and graduate study, with repayment beginning nine months after the cessation of full-time studies. Applications for this program may be requested by writing: Illinois Guaranteed Loan Program, P. O. Box 33, Deerfield, Illinois 60015.

Although the basic application steps appear above in numerical order, they need not be executed precisely in this order, as long as they are all completed as early as possible before either institutions or scholarship agencies have exhausted their funding.

Figure C.16.4

SENIOR CREDIT CHECK

Name ____________________

	No. of Credits
1st year	
2nd year	
3rd year	
4th year	
5th year	
Total (18)	

	No. of Credits
English (3)	
Math (1)	
Science (1)	
Physiology (½)	
Social Studies (2½)	
Basic Speech (½)	
P. E. (2)	
Consumer Education	
Driver Education	

Comments: ____________________

Subjects this year:

1st Semester	2nd Semester

Do you have a part-time job? __________ Where? __________

FUTURE PLANS: What are your Career Plans? __________

FURTHER EDUCATION: Yes __________ No __________. At which school or schools are you considering? __________

Have you taken the ACT ______ SAT ______. Do you have any questions concerning the application procedure? __________ (Do not sign with a school without checking its reputation.)

Will you need financial assistance? Yes ______ No ______

Are you aware of the various financial assistance possibilities? Yes ____ No ____

Extra-Curricular Activities in School	Outside of School
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	

____
Signature

Source: Sterling High School.

Figure C.16.5

AREA SCHOOLS FOR CAREER TRAINING

Barber Schools

1.	Aurora Barber College	103 S. LaSalle St., Aurora, IL. 60505
2.	Lincoln Barber Colleges	A) 653 15th Ave., East Moline , IL 61244 B) 522 7th Street, Rockford, IL 61104
3.	Madison Barber College	427 17th Street, Rock Island 61201
4.	Mid-West Barber College	4015 S W. Adams Street, Peoria, IL 61605
5.	Peoria Barber College	1315 Garden Street, Peoria, IL 61602
6.	Rockford Barber College	509 W. State Street, Rockford, IL 61101

Beauty Culture Schools

1.	Sterling School of Beauty Culture, Inc.	211 E. 3rd Street, Sterling, IL 61081
2.	Alberto's Institute of Cosm.	100 S. Longwood St., Rockford IL 61108
3.	Carl Sandburg College - Dept. of Cosm.	234 E. Main St., Galesburg, IL 61401
4.	Cele Whan Academy of Beauty, Inc.	1623 11th St., Rock Island, IL 61201
5.	Flamingo Beauty College	310-12 Liberty St., Peoria, Il. 61602
6.	Fox Valley Beauty Culture Academy	35-37 W. Galena Blvd., Aurora, IL 60504
7.	Lamolo School of Beauty Culture	301 W. Main Street, Freeport, IL 61032
8.	LaSalle School of Beauty Culture	112 Wright Street, LaSalle, IL 61301
9.	Moline Beauty School	1413 Fifth Avenue, Moline, IL 61265
10.	Rockford Beauty Academy, Inc.	307 W. State St., Rockford, IL 61101
11.	Rock Island Beauty College	1909 Second Ave., Rock Island, IL 61201
12.	Sterling Cosmetology School, Inc.	1608 Fifth Ave., Moline, IL 61265

Practical Nursing Schools

1.	Black Hawk College-Sch. of Practical Nursing	2122 25th Ave., Rock Island 61201
2.	Peoria School of Practical Nursing	509 W. High Street, Peoria, IL 61606
3.	Rockford School of Practical Nursing	201 S. Madison, Rockford, IL 61101
4.	St. Mary's Hospital-Sch. of Practical Nursing	1015 O'Connor, LaSalle, IL 61301
5.	Sauk Valley College-Sch. of Practical Nursing	River Campus Rt. 1, Dixon, IL 61021

Source: Sterling High School.

Figure C.16.5 - continued

Professional Nursing Schools

1.	Northern Illinois University - Dept. of Nursing (Baccalaureate)	255 Normal Rd., DeKalb, IL. 60115
2.	Black Hawk College-Sch. of Nursing (Associate Degree)	1001 16th St., Moline, IL 61265
3.	Illinois Central College - Sch. of Nursing (Associate Degree)	P. O. Box 2400, E. Peoria, IL 61611
4.	Illinois Valley Comm. College of Nursing (Associate Degree)	R. R. 1, Oglesby, IL 61348
5.	Rock Valley College-Sch. of Nursing (Associate Degree)	3301 N. Mulford Rd., Rockford, IL 61111
6.	Sauk Valley College-Sch. of Nursing (Associate Degree)	River Campus R. R. 1, Dixon, IL 61021

Diploma 3 years:

7.	Copley Hospital	Lincoln & Western Ave., Aurora, IL 60507
8.	Freeport Memorial	1133 W. Stephenson, Freeport, IL 61032
9.	Lutheran Hospital	555 Sixth St., Moline, IL 61265
10.	Methodist Hospital of Central Illinois	221 N. E. Glen Oak, Peoria, IL 61603
11.	Moline Public Hospital	635 10th Ave., Moline, IL 61265
12.	Rockford Memorial Hospital-Sch. of Nursing	2400 Rockton Ave., Rockford, IL 61103
13.	St. Anthony Hospital	767 30th St., Rock Island, IL 61201
14.	St. Anthony Hospital	1411 E. State St., Rockford, IL 61101
15.	St. Francis Hospital	211 Greenleaf St., Peoria, IL 61603
16.	Swedish-American Hospital	1316 Charles St., Rockford, IL 61101

Private Vocational Schools

1.	Bear Automotive Safety Service School	2103 5th Ave., Rock Island, IL 61201
2.	Hobart Welding School	1467 N. Main St., East Peoria, IL 61611
3.	Institute of Drafting & Technology	¼ mile South on Hwy. 78, Morrison, IL. 61270
4.	JoAnne's School of Charm & Modeling	77 S. Broadway-Lower Level, Aurora, IL. 60504
5.	Rock Island Radio Electronic-T.V. Sch.	111½ 18th St., Rock Island, IL 61201
6.	Rock Island Technical School, Inc.	202 W. Second St., Milan, IL 61264

Figure C.16.5 - continued

Illinois Public Junior College - Career Programs

Key: (A) Associate Degree
(C) Certificate Program (Less than two years of concentration)
(B) Both - Associate and Certificate Programs

I. Black Hawk College - Moline, Illinois

A. Business-General (A)
B. Data Processing-Operators (C)
C. Data Processing-Programmer (A)
D. Inhalation Therapy (A)
E. Medical Record Technician (C)
F. Nursing-Associate Degree (A)
G. Nursing-Aide (C)
H. Fire Science (B)
I. Law Enforcement (B)
J. Legal Secretary (B)
K. Medical Secretary (A)
L. Office Procedures (A)
M. Secretarial Science (A)
N. Chemistry Technology (A)
O. Machine-Mechnical (C)
P. Electronics (A)
R. Mechanical Technology (A)
Q. Industrial Engineering (A)
S. Production (B)
T. Radio - T. V. Broadcasting (A)
U. Welding (C)

II. Highland College - Freeport, Illinois

A. Agriculture - Business Management (A)
B. Agriculture - Mechnical (A)
C. Agriculture - Production (A)
D. Accounting (A)
E. Business - General (A)
F. Data Processing - Programmer (A)
G. Nursing - Aide (C)
H. Secretarial Science (A)
I. Auto-Technology-Sales-Service (A)
J. Chemistry Technology (A)
K. Machine - Mechnical (A)
L. Electronics (A)
M. Mechnical Technology Design (A)

III. Illinois Central College - Peoria, Illinois

A. Agriculture - Business Management (A)
B. Agriculture - Marketing (A)
C. Agriculture - Mechnical (A)
D. Agriculture - Service-Supplies-Equip.(A)
E. Accounting
F. Mid-Management-Marketing-Retailing (A)
G. Motor Freight-Traffic Transportation (B)
H. Data Processing-Programmer (A)
I. Medical Records Technician (A)
J. Nursing - Associate Degree (A)
K. Nursing - Licensed Practical (C)
L. Operating Room Technician (C)
M. Physical Therapy (A)
N. Child Care-Development (A)
O. Police Science (AP
P. Clerical - General (C)
Q. Cooperative Education (A)
R. Secretarial Science (A)
S. Stenographic (C)
T. Automotive Tech.-Sales-Service (A)
U. Chemistry Technology (A)
V. Civil Tech.-Concrete-Structural (C)
W. Drafting - Architectural (A)
X. Machine - Mechanical (A)
Y. Electronics (B)
Z. Mechanical Tech. - Design (A)
XX Production (A)
XX. Automotive Mechanic (C)
XX. Building Construction Trades
XX. Commercial Art (A)
XX. Machinest - General (C)

IV. Illinois Valley - Oglesby, Illinois

A. Agriculture - Business Management (A)
B. Business - General (A)
C. Data Processing - Programmer (A)
D. Nursing - Aide (A)
E. Secretarial Science (A)
F. Electronics (A)
G. Mechanical Tech. - Design (A)
H. Tool & Die - General (C)

Figure C.16.5 - continued

V. Rock Valley College - Rockford, Illinois

A. Accounting (A)
B. Business - General (A)
C. Mid-Management - Marketing - Retailing (A)
D. Real Estate - Insurance (A)
E. Data Processing - operator (A)
F. Data Processing - Programmer (A)
G. Dental Assisting (C)
H. Inhalation Therapy (A)
I. Medical Health Technician (A)
J. Nursing - Associate Degree (A)
K. Fire Science (A)
L. Police Science (A)
M. Recreational Leadership (A)
N. Teacher Aide (C)
O. Clerical - General (C)
P. Office Practice-Secretarial-Executive Secretarial (A)
Q. Secretarial Science (A)
R. Stenographic (C)
S. Automotive Technology-Sales-Service (A)
T. Aviation - Ground Operation (A)
U. Pilot (A)
V. Machine - Mechanical (C)
W. Electronics (A)
X. Industrial Engineering (A)
Y. Instrumentation - Process Control(A)
Z. Mechanical Technology - Design (A)
XX. Commercial Art (A)

VI. Sauk Valley College - Dixon, Illinois

A. Agriculture - Business Management (A)
B. Agriculture - Mechanical (A)
C. Agriculture - Services - Supplies - Equipment (A)
D. Accounting (A)
E. Marketing - Retailing - Salesmanship (A)
F. Mid-Management - Marketing - Retailing (A)
G. Mid-Management - General (A)
H. Data Processing - Programmer (A)
I. Real Estate - Insurance (A)
J. Medical Laboratory Technician (A)
K. Medical Records Technician (A)
L. Nursing - Licensed Practical (C)
M. Nursing - Associate Degree (A)
N. Radiologic Technician (A)
O. Child Care - Development (A)
P. Library Technician (A)
Q. Police Science (A)
R. Teacher Aide (A)

S. Office Procedures (A)
T. Secretarial Science (A)
U. Automotive Technology-Sales-Service (A)
V. Instrumentation - Process Control(A)
W. Mechanical Technology - Design (A)

VII. Eastern Iowa Community College - Clinton, Iowa

A. Technical Drafting - Construction - Manufacturing (A)
B. Electronic Engineering Technology (A)
C. Nursing - Licensed Practical (C)

***Near Future -- Secretarial Program -- Teacher Aide Program

Activity 17

MAKING ARRANGEMENTS FOR STUDENTS WITH SPECIAL NEEDS

Purpose of Activity	Implementors
To assure access to career development activities.	Superintendent Principal Vocational Director Special Education Coordinator (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Identify students with special needs.	Activity B.1, p. 9
2. Introduce modifications to support career development	Figure C.17.1 - Critical Questions.
3. Integrate school and agency efforts to secure employment.	Activity A.7, p. 55, Figures A.7.1 and A.7.2

Figure C.17.1

SOME CRITICAL QUESTIONS IN THE DESIGN OF MODIFICATIONS TO SUPPORT STUDENTS WITH SPECIAL NEEDS

1. Equipment and facilities

   Are they adequate? Are they available?

2. Scheduled Events

   Can these students participate?

3. Curriculum design

   Is content related to career planning and implementation?

4. Instructional Procedures

   Are inadequate or inoperative sense organs supplemented?

   Is there orientation for students whose language and cultural differences are extreme?

   Are appropriate tutorial services available?

5. Administrative policies

   Are they sensitive to newly recognized need?

   Do they support those who would respond to need?

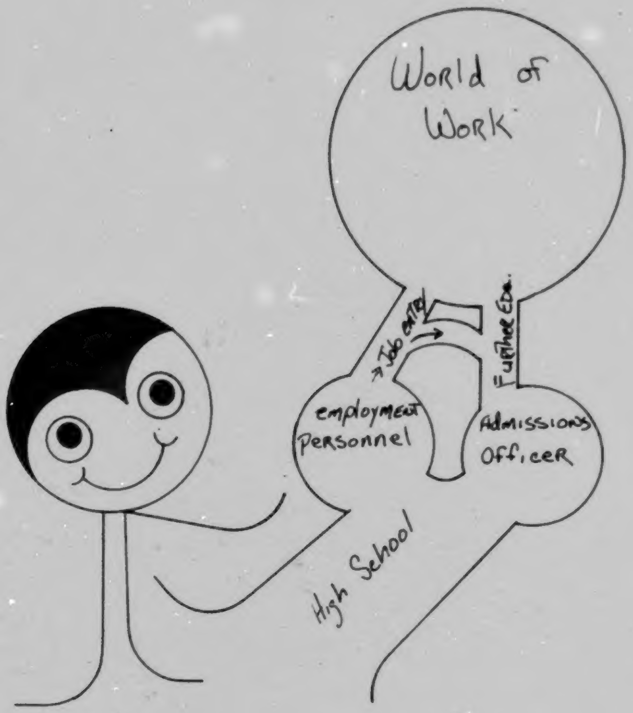
6. Parental practices

   How can new elements be introduced in family routines?

7. Employer standards

   Are job qualifications correlated positively with task requirements?

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, Revised Edition. Washington, D.C.: U. S. Department of Health, Education, and Welfare, June 1972.


World of Work
Job entry
Further Ed.
employment Personnel
Admissions Officer
High School

What is appropriate help for students seeking employment and/or further education?

GUIDE TO CONTENTS

SECTION D - Helping Students Seeking Employment and/or Further Education

The objective is

> to provide appropriate counsel and help for students seeking jobs, continued educational opportunities and/or both.

Coordinator's Obligations — Page

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2. Stimulate Understanding of the Services 4
3. Evaluate the Scatter Pattern 5
4. Evaluate and Replan Activities 6

Alternative Activities

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2. Informing Students, Employers, Institutional Representatives and Others of the Placement Service 11
3. Developing Contacts With Employers, Educational Admissions Officers, and Community Organizations and Agencies 15
4. Developing a Student Placement File 23
5. Informing Students of Employment and Educational Opportunities 31
6. Preparing Students to Apply for a Job 35
7. Referring Students to Potential Employers 41

COORDINATOR'S OBLIGATIONS

Obligation 1 - Develop Procedures

- Recruit Staff for Job and Educational Placement

  criteria:
  - Successful work experience in business and industry
  - Trained in personnel management
  - Committed to positive regard for all people
  - Work harmoniously with everyone
  - Speak and write clea[illegible]
  - Well-informed about work and education
  - Eligible for appropriate certification

With the assistance of a special Advisory Committee,

- Develop policy for placement services

  items:
  - clearinghouse arrangements
  - who receives service
  - coordinate service with instructors
  - working relationships with employers
  - coordinate with coop and work-study

- Develop forms to gather and transmit information
  - resumes
  - applications
  - registration

- Contact representatives to establish visitors schedule

  inform about school programs

- Reserve facilities for student traffic

  visitor traffic

Obligation 2 - Stimulate Understanding of the Services

. Interpret Placement Arrangements	
talk about	to school patrons
student preparation	employer representatives
mutual advantages	other agencies
policies	colleges and universities
. Visit employment sites with placement staff	to learn
	conditions of employment
	career opportunities there
	adequacy of employee preparation
	employee motivation
	employer motivation
	need for adjustment counseling
. Review daily report	of confirmed placements
	unfilled positions
	available students
. Visit post-secondary schools and universities	to facilitate articulation for students
	identify admissions officers
. Provide personal support	for routine and special activities
arrangements	
visibility	
feedback	
representation with school administration	

Obligation 3 - Evaluate the Scatter Pattern

- Prepare reports of evidence collected about
  - placement effectiveness relative to current manpower data
  - adequacy of student preparations
    - job skills
    - related activities
  - productivity of placement office
    - interviews held
    - placements achieved
  - effectiveness of special events

In cooperation with the Guidance Committee and the ad hoc Advisory Committee

- Specify changes to be recommended
  - arrangements to provide service
  - policies
  - topics to include in follow-up studies
- Agree upon procedural arrangements
  - use of advisory groups
  - assessment of needs
  - staff development and deployment
  - visibility for placement

Obligation 4 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

PLACING

		Needs attention 1-year plan	Needs attention 5-year plan
1. Students obtain satisfying employment.	0 1 2 3 4 5 ☐ ☐ ☐ ☐ ☐ ☐ Poor Excellent	☐	☐
2. Students find alternative ways to extend their education.	0 1 2 3 4 5 ☐ ☐ ☐ ☐ ☐ ☐ Poor Excellent	☐	☐
3. Local business and industry make appropriate use of school placement facilities.	0 1 2 3 4 5 ☐ ☐ ☐ ☐ ☐ ☐ Poor Excellent	☐	☐
4. All state, regional, and a significant number of national institutions understand programs available to local students.	0 1 2 3 4 5 ☐ ☐ ☐ ☐ ☐ ☐ Poor Excellent	☐	☐

5. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__ 1 2 3 4 5 6 7

197__ - 197__ 1 2 3 4 5 6 7

and/or describe briefly some other activity which would serve the "placement" function well:

Activity 1

DEVELOPING A PLACEMENT OFFICE IN THE SCHOOL

Purpose of Activity	Implementors
To provide resources to perform job and educational placement services.	Administrator Placement Coordinator Guidance Counselors (Local Leadership)
Suggested Tasks to Implement Activity	**Resources**
1. Select a person as the school placement officer.	
2. Develop operational procedures for the placement office. Utilize advisory council to advise on procedures.	Figure D.1.1 - Job Placement Principles.
3. Designate a room or corner of a room as the placement office.	Figure D.1.2 - Office Needs.
4. Obtain file cabinets for student records, list of employers, technical schools, colleges, and job information.	
5. Arrange for telephone service.	
6. Secure bulletin boards and wall racks for displaying job information and further training opportunities.	

Figure D.1.1

JOB PLACEMENT PRINCIPLES

A single office should be identified as a central clearinghouse of job information for the entire school system or district. All information about job openings, job descriptions, salary, employee benefits, applicants recommended, and persons placed should be available in this central office. Employers, students, and staff should find such a centralized office convenient, efficient, and responsible.

Job placement programs should serve all students who seek full-time employment. Schools should be willing to work with each student who enrolls in a vocational education program, graduates as well as early school leavers.

Job placement services and procedures should coordinate with cooperative work-experience and work-study programs. All programs that involve contact and close working relationships with employers should be coordinated to avoid unnecessary duplication of requests for information and confused responsibility among the participants in the programs.

Close working relationships should be developed with employers and personnel managers. Job placement personnel need to know the people who do the hiring, to understand their employee needs, they also must help employers understand the nature of the school's program of occupational preparation, and the level of skills and competence to be expected of the graduates. Membership in personnel manager and employer groups and personal visits with employers or their employment officers is recommended.

The job placement coordinator position requires special qualifications. While the job placement coordinator should have many of the same qualities as other guidance personnel, his job requires some additional qualifications and experiences. Experience in business or industry is highly desirable, if not essential. At least an internship in personnel management is recommended. He must also be knowledgeable as to current labor laws and fair employment practices. Few guidance personnel are prepared to fill the job placement function; even if prepared, they should not be expected to assume placement responsibilities in addition to counseling responsibilities. The job placement function needs and deserves full time attention.

Source: McCracken, David. Targeted Communications for Instituting Vocational Placement and Followup. Interim Report. Columbus, Ohio: Ohio State University, 1971. Adaptation.

Figure D.1.2

RESOURCE SUGGESTIONS FOR A PLACEMENT SERVICE

In developing budget and space allocations for placement programs, consideration must be given to the following:

1. Clerical help
2. Office and reception space
3. Interviewing rooms
4. Phone services
5. General office equipment and supplies
6. Reproduction equipment
7. Files
8. Transportation

Some of these items may already be available in the schools. The extent that they represent increased costs is dependent on existing school programs and services. They represent minimal considerations in providing a placement program, and in total represent a definite increase in the school budget.

Activity 2

INFORMING STUDENTS, EMPLOYERS, INSTITUTIONAL REPRESENTATIVES AND OTHERS OF THE PLACEMENT SERVICE

Purpose of Activity	Implementors
To encourage students, employers and others to use the placement service.	Placement Coordinator Guidance Counselors Students Employers (Local Leadership)
Suggested Tasks to Implement Activity	Resources
1. Develop and distribute brochures and materials describing the placement services.	Figure D.2.1 - Brochure Content.
2. Inform students, employers, and institutional representatives of the service by:	
a. letter.	Figure D.2.2 - Letter to Employers.
b. group guidance sessions.	
3. Provide news releases to local and school news media.	Figure D.2.3 - News Release.

Figure D.2.1

FORMAT OF A BROCHURE

a. Cover and back pages.

A HIGH SCHOOL GRADUATE
MAY BE YOUR NEXT
EMPLOYEE . . .

Eastwood High School
offers a
PLACEMENT
SERVICE
CALL: 900-1000

Place your job requisitions
with us.

KEEP IN TOUCH!!!!!!!!

NEED HELP
?
Parttime
Summer
Fulltime
Mornings
Afternoons
Evenings

b. Inside pages.

Descriptions of students' training in the school's programs:

- Applied Biological and Agricultural Occupations
- Business, Marketing, and Management Occupations
- Health Occupations
- Industrial Oriented Occupations
- Personal and Public Service Occupations

Figure D.2.2

Highland Community Schools
Unit District No. 5
Board of Education Office
1800 Lindenthal Avenue
HIGHLAND · ILLINOIS [illegible]

OLIN W. STRATTON
Superintendent of Schools

March 19, 1973

Dear Employer:

The rush for jobs is on. Students who will be graduating, are currently seeking part-time or full-time employment. Many of them are seeking this employment in the Highland area. According to a recent survey, 80% of those graduates of the class of 1972 that went to work got their first job in Highland. This speaks well of the employers in Highland.

The Guidance Department at Highland High School would like to thank you for employing so many of our past graduates and would like to take this opportunity to offer you our services to make your selection of this years graduates for employment easier. To aid you in this selection process, we would like to offer our facilities to you for receiving applications for employment and also for making initial interviews. We feel that if you selected a day to come to our high school to both interview and take applications, that this could aid you in your selection of new employees.

Many students at Highland High School have participated in the cooperative work experience program over the past three years and many more have been involved in the Collinsville Area Vocational School. We feel that these two programs along with our own outstanding curriculum can offer you a better trained and highly qualified employee.

The counselors feel that we can be of service to both you and the community. If you would be interested in setting aside a day, please contact the Guidance Department at Highland High School. Our phone number is 654-2106, extension 37. Your co-operation is greatly appreciated.

Sincerely,

Jerry Homann
Guidance Counselor

JH:ck

Source: Highland High School, adaptation.

Figure D.2.3

FOR IMMEDIATE RELEASE !!

EASTWOOD HIGH SCHOOL OFFERS PLACEMENT SERVICE.

A job placement service is being offered to students at Eastwood High School. The services will include part-time placement for students in school as well as placement for full-time work and further education after graduation.

Superintendent J. C. Banker reports that Mr. George Stout, the recently employed placement coordinator, is currently preparing to contact employers and personnel managers about the new service being offered at Eastwood.

Mr. Stout reports that students may register individually at the placement office beginning next Monday or participate in group guidance sessions to receive assistance in developing a placement file. Students, parents, and citizens are welcome to visit the placement office at the school at any time to learn more about the services provided. The placement office is located adjacent to the guidance office in the high school. For more information, call 900-1000 and ask for Mr. George Stout, placement coordinator.

Activity 3

DEVELOPING CONTACTS WITH EMPLOYERS. EDUCATIONAL ADMISSIONS OFFICERS. AND COMMUNITY ORGANIZATIONS AND AGENCIES

Purpose of Activity	Implementors
To identify employment and further educational opportunities and to open lines of communication with key persons in business and educational institutions.	Placement Coordinator Citizens Advisory Council College Representatives (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Survey the community to identify employers. a. Utilize the advisory committee to conduct the survey. b. Enlist the aid of department chairpersons of each occupational area in identifying employers. c. Check telephone book yellow pages.	Figure D.3.1 - Letter to Employers. Figure D.3.2 - Employer Identification Card. Figure D.3.3 - Thank You Letter to Employer.
2. Develop and maintain a file of employers and contact persons.	Figure D.3.2 - Employer Identification Card.
3. Contact the local State Employment Service for assistance and information on placement services and to identify potential employers.	Figure D.3.4 - State Employment Service Materials.
4. Contact the Federation of Education, Washington, D.C., for a directory of accredited institutions of higher education.	
5. Develop personal contacts with employers, personnel managers, local agencies and civic groups.	Figure D.3.5 - How to Get Acquainted "Downtown".
6. Encourage students to write a letter requesting materials from the college or university they are interested in attending.	Figure D.3.6 - Letter Requesting Materials.

Figure D.3.1

EASTWOOD HIGH SCHOOL
District 110
*Anytown, Illinois 6*_____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Employer:

To expand our services the Eastwood High School is providing placement services for high school graduates and students wanting part-time work. Several of our graduates will have completed training in agricultural, business and marketing, health, personal and public service, and industrial occupations. We also have students wishing part-time work to gain experience in occupations for which they are training.

Please fill out the survey card enclosed. A member of our citizens advisory committee will contact you later next week to pick it up.

Thank you for your cooperation.

Sincerely,

Joe Richards, Chairman
Citizens Advisory Committee

George Stout
Placement Coordinator

JR:cfa

Enclosure

Figure D.3.2

EMPLOYER IDENTIFICATION SURVEY CARD

1. Name of Firm and Address____

2. Owner/Manager____

3. Employer/Personnel Director____________________________________

4. Telephone_______________________

5. No. of full time employees__________part time employees_________

6. Job positions in firm Specific Qualifications

Job positions in firm	Specific Qualifications
______________________________	__________________________
______________________________	__________________________
______________________________	__________________________
______________________________	__________________________
______________________________	__________________________

7. Anticipated number of employees who will be needed
next year__________ in five years ______(list titles on back).

Figure D.3.3

Thank you for responding to our community employer survey. We want to continue to identify job placement opportunities for our graduates.

We will try to keep you informed of our progress. Please let us know of any change in your future needs for part-time or full-time workers.

Yours truly,

Placement Coordinator
Senior Counselor

Source: Herrin High School, adaptation.

Figure D.3.4

MATERIALS AVAILABLE FROM THE ILLINOIS STATE EMPLOYMENT SERVICE

Pamphlets

Four Important Answers for Youth Looking for Jobs.

Merchandising Your Job Talents

Timely Tips for Job Seekers

You're Already Old Enough. . .

Film

How to Interview for a Job

Services and Miscellaneous Materials

Advice on the Operation of a Placement Service

Job Application Forms

Job Counseling

Figure D.3.5

HOW TO GET ACQUAINTED "DOWNTOWN"

* Visit each employer and personnel manager. Make this visit an orientation session for both parties.
* Take coffee breaks where and when businessmen meet for coffee.
* Attend civic clubs such as Rotary, Kiwanis, Lions, Chamber of Commerce. Offer to speak or present programs on the school's vocational training and job placement program.
* Subscribe to trade and business journals.
* Get acquainted with the local Illinois State Employment Service.
* Contact local county agencies for the physically and mentally handicapped.

Figure D.3.6

(SAMPLE LETTER FOR STUDENTS TO REQUEST COLLEGE MATERIAL)

Your Street Address
Your City, State, Zip Code
Date

Director of Admissions
Name of College
City, State, Zip Code

Dear Director:

I am a student at ______(Name of your school)______ and want to learn more about ______(Name of institution)______. I would appreciate receiving the following materials:

1. A general bulletin explaining entrance requirements, tuition and fees, and program offerings.
2. Information about scholarships and loans.
3. Information related to ______(Give your area of interest)______.

Sincerely yours,

(Your signature)

(Your name--typed or printed)

ACTIVITY 4

DEVELOPING A STUDENT PLACEMENT FILE

Purpose of Activity	Implementors
To develop a file on each student who registers for work with the placement office.	Placement Coordinator Coop Coordinator Guidance Counselors (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Develop forms for placement file.	
a. Placement File Card.	Figure D.4.1 - Placement File Card.
b. Personal Data Sheet.	Figure D.4.2 - Personal Data Sheets.
c. Reference form.	Figure D.4.3 - Reference Form.
d. Release Form.	Figure D.4.4 - Placement Record Release Form.
2. Schedule group guidance or class sessions to disseminate placement materials and to assist students in completing the file.	
3. Send a letter and forms to references listed by the student.	Figure D.4.3 - Reference Form. Figure D.4.5 - Reference Letter.
4. Develop a file for each student who registers with the placement office. Forms can be printed on 5" x 8" cards and fastened together for each student's file.	Figure D.4.2 - Personal Data Sheets.
5. Develop and disseminate part-time employment request forms through bulletin board displays, group guidance sessions, and cooperative education classes.	Activity C.14, p. 75 Figure D.4.6 - Part-time Employment Request Form.

Figure D.4.1

JOB PLACEMENT FILE CARD

FILE NO. __________

Student name: ______________________________ Date: ______________
Last First Middle Mo. Day Yr.

Address: ______________________________ Phone: ______________
Mo. Day Yr.

Class: ______________ Homeroom: __________ Counselor: __________

Hours available: ______________________ Birthdate: ______________

Job preferred: ____

____

____

For office use only

Job referral 1. ______________________ Comment: ______________
2. ______________________ ______________
3. ______________________ ______________

____

____

Source: Sterling High School, adaptation.

Figure D.4.2

PERSONAL DATA SHEET

File. No.

Name________________________________Maiden Name________________

Present Address________________________________Phone__________(AC)________

Permanent Address________________________________Phone__________(AC)________

Date of Birth__________Place of Birth____________________U. S. Citizen________

Marital Status__________No. of Dependents__________Height______Weight________

Physical Limitations____

References (the first three individuals will be asked to complete a reference form)

Name of Person	Address	Town	City & Zip	Phone No.

EXTRA CLASS ACTIVITIES WHILE IN SCHOOL.

Honors and Awards____

Hobbies____

Other Interests____

EDUCATIONAL PREPARATION

File No.

COURSES (Grouped by Subject Area)	SEM	Gr.	COURSES (Grouped by Subject Area)	SEM	Gr.

Source: Illinois Central College.

Figure D.4.2 - continued

*EMPLOYMENT RECORD File No.

NAME OF EMPLOYER (Begin with Latest)	LOCATION	TYPE OF WORK	FROM		TO	
			Mo.	Yr.	Mo.	Yr.

*Include all full or part-time work (Indicate "F" or "PT").

Figure D.4.3

REFERENCE FORM

REFERENCE STATEMENT FOR______________________________FILE NO.________________

HOW LONG AND UNDER WHAT CIRCUMSTANCES HAVE YOU KNOWN THIS PERSON_____________

____

RATING AS COMPARED WITH____
(indicate the groups of persons you are comparing this person with)

QUALITIES	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
Ability to work with others				
Originality and Creativity				
Appearance, Manner & Poise				
Oral Expression				
Written Expression				
Motivation				
Ability				

COMMENTS:

DATE:__________________________________SIGNATURE____________________________

TITLE AND PROFESSIONAL ADDRESS:____

____

Source: Illinois Central College, adaptation.

Figure D.4.4

PLACEMENT RECORD RELEASE

File No.________

The Eastwood High School Placement Office has my permission to release the information in my placement file to prospective employers and school and college officials.

____
Type or Print Name

____
Signature

Figure D.4.5

(LETTERHEAD OF YOUR SCHOOL)

Reference:

FILE NO:

Dear ______________________:

The above named student is completing a file in our office and has given your name as a reference. Students are encouraged to personally contact the people they wish references from requesting their assistance in bringing their placement file up to date.

Your cooperation in completing the enclosed reference form and returning it to the Placement Office will be appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

The form you complete will become a part of the student's placement file at ________(Name of school)________. The file is considered confidential and will be made available only to prospective employers and school and college officials.

Very truly yours,

Placement Coordinator

Source: Illinois Central College, adaptation.

Figure D.4.6

File No.______

PART-TIME EMPLOYMENT REQUEST FORM

Placement Office

NAME__________________________________birthdate___/___/_____
LAST FIRST mo./day/year

______________________________ I could work _____hours_____days.

I have worked for:

Employer	Kind of Work	Date
Employer	Kind of Work	Date

I have the following skills:

Business ________________ ________________ ________________

Other ________________ ________________ ________________

Source: Peoria Richwoods High School.

Activity 5

INFORMING STUDENTS OF EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES

Purpose of Activity	Implementors
To make students aware of the opportunities available to them for employment and further education.	Placement Coordinator Department Chairpersons Students Coop Coordinator __________________ (Local Leadership)

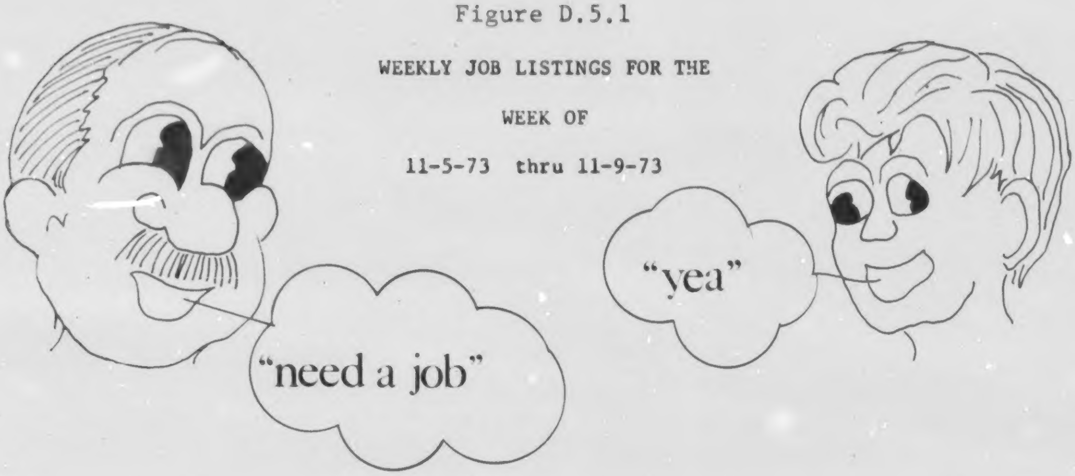
Suggested Tasks to Implement Activity	Resources
1. Publish and distribute a weekly job listing.	Figure D.5.1 - Weekly Job Listing. Figure D.5.2 - Help Wanted Card.
2. Place "Help Wanted" cards on the placement office bulletin board. Leave the filled position cards up for a few days and put a colored sign marked "filled" on the card.	Figure D.5.2 - Help Wanted Card.
3. Develop and maintain a continuing job listing notebook in the placement office and departmental offices. Involve students in keeping the notebooks up to date.	
4. Provide educational opportunities and scholarship information in a "career corner."	Activity B.4, p. 41
5. Coordinate employment opportunities with the cooperative occupational education coordinator.	Section A, Activity C.3, p. 23
6. Direct students to respond to acceptance notices from institutions to which they applied for admission.	Figure D.5.3 - Letter to All Seniors.

Figure D.5.1

WEEKLY JOB LISTINGS FOR THE

WEEK OF

11-5-73 thru 11-9-73



The Weekly Job Scene

		JOB GUIDE #
CASHIER	Maxwell City - full time or part time	274
CLERK	Burger King - part time	646
	Caravette's Liquor Store	643
DELIVERY	Merchant's Data Processing - part time	642
INVENTORY CONTROL CLERK	Inland Steel Container - full time	271
JANITORIAL	Pride Janitor Service - part time	649
LAB TECHNICIAN	Bearcat Tire Co. - part time	651
MAINTENANCE	Bluhm Reality - full time or part time	273
MANAGEMENT TRAINEE	Beneficial Finance - full time	270
MESSENGER	K. C. Composition - part time	641
OFFICE WORK	S. W. Suburban Board of Realtors - part time	650
PHONE SOLICITATION	Mike Tansey - part time	644
PUBLIC SAFETY OFFICER	VILLAGE OF GLENCOE - full time	272
SALES CLERK	Friendly Oaks - part time	645
SECRETARY	1st National Bank of Oak Lawn - full time or part time	269

Source: Moraine Valley Community College.

Figure D.5.2

HELP WANTED

NAME OF FIRM ______________________________

TYPE OF WORK ______________________________

QUALIFICATIONS ______________________________

RATE OF PAY ______________ HOURS PER WEEK ______________

WORKING HOURS ______________________________

SEE PLACEMENT OFFICE

Source: Sterling High School, adaptation.

Figure D.5.3

TO: All Seniors

FROM:

Soon colleges will be sending their letters of acceptance or rejection to their applicants. When you receive an acceptance from the school you wish to attend, be sure to follow its instructions concerning payment of fees, selection of courses, housing reservations, etc. If the college does not require anything immediately, acknowledge the acceptance with a letter to the Director of Admissions stating your plans to attend the college.

At the same time you should write to the other colleges which accepted you. Thank them for their consideration and ask them to withdraw your name from the rolls. You should explain that you have decided to attend another college and should name the college you have chosen. In withdrawing your name, you are giving an acceptance possibility to another applicant who may have been placed on a waiting list.

The courtesy of notifying colleges of your plans is the last important phase of the college application process and should be completed as carefully and accurately as the activities which preceded it.

Source: Barre, Mary E. Counselor's Sourcebook for College Planning. New York: Houghton Mifflin Company, 1969. Adaptation.

Activity 6

PREPARING STUDENTS TO APPLY FOR A JOB

Purpose of Activity

To equip students with job seeking and job application skills.

Implementors

Placement Coordinator
Vocational Teachers
Academic Teachers
Guidance Counselors

____
(Local Leadership)

Suggested Tasks to Implement Activity

1. Conduct an employment seminar or group guidance session for students.
2. Instruct students in preparing a resume.
3. Assist students in writing a sample letter of application.
4. Assist the student in preparing for and conducting a job interview:
   a. Group guidance sessions.
   b. Employment seminars.
   c. Academic or vocational classes.
5. Provide legal and labor union information to students.
6. Assist students in applying to institutions for further education.

Resources

Activity C.14, p. 75

Figure D.6.1 - Worksheet for Developing Resume.

Figure D.6.2 - Outline of Letter of Application.

Figure D.6.3 - Preparation for the Personal Interview.

Figure D.6.1

WORKSHEET FOR DEVELOPING RESUME

Date

PERSONAL DATA

NAME Social Security No.

Address
Number Street City State Zip

Telephone
Area Code Number

Marital Status:

Height Weight Birthdate

Education

SUBJECTS STUDIED

WORK EXPERIENCE (List last employment first)

NAME OF FIRM	ADDRESS	TITLE	EMPLOYED FROM - TO	BRIEF DESCRIPTION OF DUTIES

STUDENT ACTIVITIES

SPECIAL SKILLS

Source: Moraine Valley Community College, adaptation.

Figure D.6.1 - continued

REFERENCES

Name ______________________ Address ______________________________

____

____

____

SPECIAL REQUIREMENTS:

Date Available: ______________________

Salary: ______________________

Location: ______________________

Figure D.6.2

OUTLINE OF LETTER OF APPLICATION

11521 S. LaGrange Road
Palos Hills, IL 60465
April 1, 1971

Allow 2 or 3 spaces here. Use complete title and address.

Mr. George Allen
Director of Personnel
Midwest Transportation Company
9432 South Central Avenue
Oak Lawn, Illinois

If you know the name, always use it rather than "Dear Sir."

Dear Mr. Allen:

Opening paragraph: State why you are writing, name the position or type of work for which you are applying and mention how you heard of the opening or organization.

Middle paragraphs: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out any work experience or other abilities related to the type of work for which you are applying.

Middle paragraphs: Refer the reader to the attached application blank, resume (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestion to facilitate an immediate and favorable reply. Ending your letter with a question encourages a reply.

Sincerely,

Always sign letter.

Mary Jones

Top and bottom margin should be equal.

Enclosure

If a resume or other enclosure is used, note in letter.

Source: Moraine Valley Community College.

Figure D.6.3

PREPARATION FOR THE PERSONAL JOB INTERVIEW

How will you appear?

You are not ready for a personal interview until you have done certain "homework."

Give yourself a mirror test. Stand in front of a full-length mirror to see whether you have that "employable" look. Could you pass under close scrutiny of the interviewer; or do you have a split seam somewhere, or an uneven hem line, careless make-up, run-over heels, unpolished shoes, or dirty hands?

Are the colors you are wearing in harmony? Do your clothes look as if they belonged to you, or do they look "borrowed"? And are they appropriate for the occasion--for the office and not for a party? And are they appropriate for bending and stooping? for sitting at a desk? while taking dictation? for meeting the public?

Your appearance should be such that the employer could say, "Sit down at this desk. We shall be proud to introduce you as our new employee."

When you are satisfied that your appearance will be an asset to you, then put all concern for your appearance from your mind, at least until after your interview. Much of self-consciousness, which is definitely not desirable, comes from being overconscious of your appearance. You must be able to take you mind off yourself and think about the person with whom you are talking and about the subjects under discussion.

In addition, keep in mind the following interview reminders:

1. Make a last-minute check of personal appearance before leaving home.
2. Go to the interview unaccompanied.
3. Allow yourself plenty of time to arrive for the interview.
4. Maintain a pleasant attitude toward the receptionist.
5. Do not be impatient or show signs of nervousness if kept waiting for the interview.
6. Greet the interviewer with a warm smile.
7. Call the interviewer by name.
8. Shake the interviewer's hand firmly.
9. Be seated only after interviewer asks you to.
10. Sit and stand erect; don't lean against the wall, chair, or a desk.
11. Don't put your purse or gloves on the interviewer's desk.
12. Let the employer take the lead in the conversation.

Source: Instructional Materials Laboratory. Job Application and Interview. Columbia, Mo.: University of Missouri, July 1973. Adaptation.

Figure D.6.3 - continued

13. Answer all questions completely.

14. Be polite and courteous--do not interrupt!

15. Have a resume and examples of work available for quick reference.

16. Make an extra effort to express yourself clearly--take time to think through your answers, use proper grammar, don't swear, avoid the use of slang, and look the interviewer in the eye.

17. Be sincere and enthusiastic.

18. Avoid smoking, chewing gum, eating candy, giggling, and squirming in the chair.

19. Don't try to flatter the interviewer.

20. Tell the truth about yourself and your experiences.

21. Speak well of former employers and associates.

22. Be positive.

23. Watch for a sign that the interview is over.

24. Thank the interviewer for his time.

25. Leave promptly.

If you do not get the job, these might be some of the reasons:

1. Poor grooming habits.

2. Poor character--chip on your shoulder, bad attitude toward work, overly emotional, late for the interview, belittled previous employers and acquaintances.

3. Sloppy writing on application blank--didn't follow directions, didn't answer all questions, didn't write clearly.

4. Did not tell the truth.

5. Overly fussy about working conditions.

6. Poor school records, bad grades, too many absences or tardies.

Activity 7

REFERRING STUDENTS TO POTENTIAL EMPLOYERS

Purpose of Activity	Implementors
To assist students in making an initial contact with a potential employer.	Placement Coordinator ________________ (Local Leadership)

Suggested Tasks to Implement Activity	References
1. Develop a referral card to be used to introduce students to employers. The card should be completed by the placement coordinator and carried by the student.	Figure D.7.1 - Card of Introduction.
2. Counsel students to apply for jobs for which they have special skills.	
3. Encourage students to write a follow-up letter thanking the employer for the interview.	Figure D.7.2 - Interview Follow-up Letter.
4. Teach students to evaluate their job interview.	Figure D.7.3 - Evaluating the Job Interview.
5. Assist employers in recognizing the competencies of handicapped students.	

Figure D.7.1

CARD FOR JOB INTRODUCTION

______________________ DATE______________ JOB NO.____________

NAME OF SCHOOL

REFERRAL FOR:

Name	Appointment Date	Day	Time
Company			
Address	City	State	
Position			
Attn:		Phone	

FOR INFORMATION ABOUT THIS REFERRAL

Contact	Title	Phone

Source: Illinois Central College, adaptation.

Figure D.7.2

SAMPLE INTERVIEW FOLLOW-UP LETTER

627 South Main
Anytown, Illinois 6_____

May 9, 1974

Mr. William Jones
Owner-Manager
Farm and Garden Store
405 Elm Street
Anytown, Illinois 6______

Dear Mr. Jones:

Thank you for interviewing me for the sales clerk position in your store. I am sincerely interested in the job. I feel that I could perform the duties which the position requires. I will be available for work on June 1, 1974, the day after I graduate from Eastwood High School. You may call me at home after 3:30 p.m. The number is 369-3507.

Sincerely yours,

Mark James

Figure D.7.3

EVALUATING THE JOB INTERVIEW

Did you handle yourself properly during the job interview? Rate yourself using the check list below. Then, have someone also rate you and compare the two ratings. This should help you to identify those areas in which you are strong and those in which you need improvement.

	Yes	No	Not Sure
How you looked:			
1. Clothing clean and well-pressed?	____	____	____
2. Clothing conservative in style and color and appropriate for applying for a job?	____	____	____
3. Body clean and free from odor?	____	____	____
4. Hair trimmed, clean, combed?	____	____	____
5. Shoes clean and polished?	____	____	____
How you acted:			
6. Greeted interviewer with a smile and called him by name?	____	____	____
7. Stated your name proudly?	____	____	____
8. Shook interviewer's hand firmly?	____	____	____
9. Sat only when asked to do so?	____	____	____
10. Looked interviewer in the eye?	____	____	____
11. Listened carefully to what interviewer had to say?	____	____	____
12. Took the time to think questions through before answering?	____	____	____
13. Placed your gloves and purse on the floor beside your chair rather than on the interviewer's desk?	____	____	____
14. Emphasized what you could do for the firm rather than what the firm could do for you?	____	____	____
15. Spoke well of previous employers and associates?	____	____	____
16. Refrained from arguing with the employer?	____	____	____
17. Showed your desire to work?	____	____	____
18. Were open to new ideas?	____	____	____

Source: Instructional Materials Laboratory. Job Application and Interview. Columbia, Mo.: University of Missouri, July 1973.

Figure D.7.3 - continued

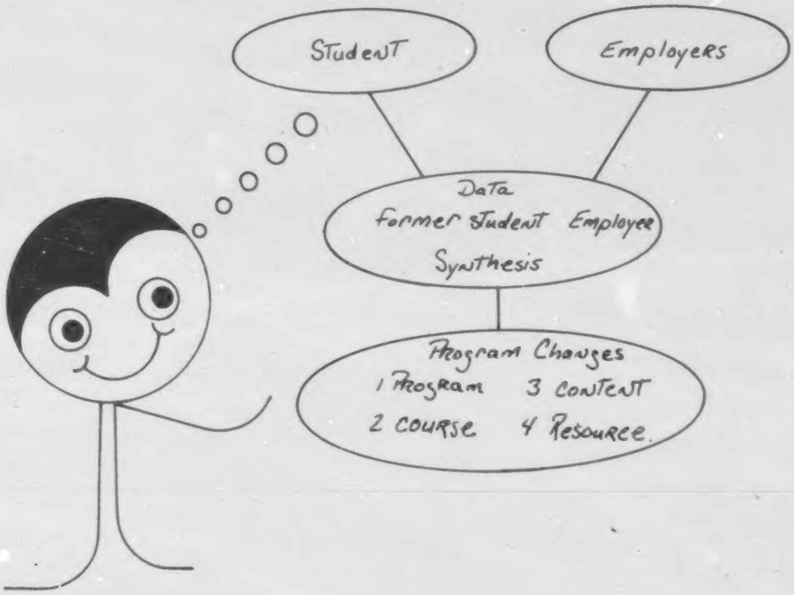
		Yes	No	Not Sure
19.	Were courteous and tactful?	____	____	____
20.	Were enthusiastic about school, work and life in general?	____	____	____
21.	Asked questions about the job and the company?	____	____	____
22.	Demonstrated your sense of humor (if situation was appropriate)?	____	____	____
23.	Were prepared to tell the employer how you could be of benefit to his company?	____	____	____
24.	Did not lie or exaggerate your qualifications or experiences?	____	____	____
25.	Emphasized what you can do, not who you know?	____	____	____
26.	Did not chew gum, smoke, or eat candy?	____	____	____
27.	Stuck to the point and answered the questions briefly but completely?	____	____	____
28.	Were on time for the interview?	____	____	____
29.	Thanked the interviewer for his time before leaving?	____	____	____
30.	Thanked the receptionist or secretary for being helpful before leaving?	____	____	____
	TOTAL POINTS	____	____	____

Total points:

Give yourself 3 points for each "yes," 2 points for each "not sure," and 0 points for each "no." Add your points for the total score.

Rating scale:		
	82-90	The kind of help we want
	76-81	Will make someone good help
	70-75	Try harder
	Less than 70	Did you really want a job?

E. FOLLOW-UP



StudenT
Employers
Data
former student Employee
Synthesis
Program Changes
1 Program 3 CONTENT
2 COURSE 4 Resource

How can follow-up evidence be collected which contributes to program planning?

GUIDE TO CONTENTS

SECTION E - Collecting and Using Follow-Up Evidence

The objective is

> to collect evidence which contributes to knowledge about student competence and to program planning to increase student competence.

Coordinator's Obligations — Page

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2. Assign High Priority to Data Collection and Reporting 4
3. Interpret Results and Reformulate Guidance Plans 5
4. Evaluate and Replan Activities 6

Alternative Activities

1. Planning Follow-Up Procedures 7
2. Soliciting Follow-Up Information from Former Students 15
3. Obtaining Follow-Up Information from Employers 23
4. Reporting and Interpreting Follow-Up Information 31

COORDINATOR'S OBLIGATIONS

Obligation 1 - Organize to Collect Evidence

. Specify*	evidence to be collected
	audiences to be contacted
. Establish procedures	to collect data
	analyze data
. Formulate checklists	of instructions for
	mailed questionnaires
	personal interviews
. Schedule follow-up activities	
	to balance staff load
	maximize response
	support planning ventures

---

* In cooperation with the Guidance Committee.

Obligation 2 - Assign High Priority to Data Collection and Reporting

- Provide personal support to keep data collection and analysis on schedule
  - collect supplies
    - mailing lists
    - supplementary staff
  - arrange appointment schedules
    - publicity
    - data analysis
  - improvise to increase returns
- Interview respondents/non-respondents
  - re: data collection processes
    - day of week
    - advance publicity
    - offensive items
    - length
    - complexity
- Write "synthesizing" reports which incorporate information
  - Facts about non-persisters
  - Special services for students with special needs
  - Community resource contributed to career guidance activities
  - Recent employment trends
  - Historical data on college attendance

Obligation 3 - Interpret Results and Reformulate Guidance Plans

- Prepare study reports — to specifications outlined below
- Initiate program revisions — to specifications outlined below

In cooperation with the Guidance Committee

- Specify — topics to be included in reports*
  - to administrator's planning committees
  - to school staff
  - to general public (see Figure #3)
- Agree upon — items to receive special attention
  - 1 year plan
  - 5 year plan
- committee evaluation of current program**
  - strengths
  - weaknesses
  - uncertainties
- recommendations as to
  - other reports to be prepared
  - distribution of reports
  - uses of reports

---

* Recognition and accreditation visits require reports, some parts of which may be incorporated for local purposes.

** Use OSPI, DVTE, NCA standards to guide this evaluation.

Obligation 4 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

FOLLOWING UP

		Needs attention 1-year plan	Needs attention 5-year plan
1. Final reports answer questions asked by local, state, and regional contributors to the career guidance program.	0 1 2 3 4 5 ☐☐☐☐☐ Poor Excellent	☐	☐
2. Concluding statements relate results to stated goals and objectives in each of the elements in Career Guidance Programs.	0 1 2 3 4 5 ☐☐☐☐☐ Poor Excellent	☐	☐
3. Evaluation processes and reports stimulate and guide new planning.	0 1 2 3 4 5 ☐☐☐☐☐ Poor Excellent	☐	☐

4. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__	1 2 3 4
197__ - 197__	1 2 3 4

and/or describe briefly some other activity which would serve the "following-up" function well:

Activity 1

PLANNING FOLLOW-UP PROCEDURES

Purpose of Activity	Implementors
To identify procedures for collecting information from former students that can be used to assess the effectiveness of school programs and services.	Placement Coordinator Vocational Education Director School Administrator (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Organize a committee to plan and promote follow-up activities. The committee may be composed of the following: a. School Administrator b. Placement Coordinator c. Guidance Coordinator d. Vocational Director e. Teacher(s) f. Cooperative Education Coordinator	
2. Develop a pre-graduation follow-up instrument to collect basic information from students.	Figure E.1.1 - Checklist of Followup Information. Figure E.1.2 - Pre-Graduation Follow-Up Questionnaire.
3. Prepare students for follow-up activities prior to their departure:	
a. Administer Pre-graduation Follow-up Questionnaire.	Figure E.1.2 - Pre-Graduation Follow-up Questionnaire.
b. Conduct group guidance sessions to explain how follow-up information will be collected and used.	
c. Share previous follow-up reports.	
4. Develop follow-up instruments. Different instruments may be needed for one-year, three-year, five-year, ten-year follow-ups; and for non-returning students.	Figure E.1.3 - One-Year Follow-Up Survey.
5. Develop a follow-up activities schedule and use practices that will encourage response.	Figure E.1.4 - Procedures to Encourage Responses.

Figure E.1.1

CHECKLIST OF FOLLOWUP INFORMATION

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
1. Name	X	X	X	X	X
2. Permanent mailing address	X	X	X	X	X
3. Social security number	X	X	X	X	X
4. Courses taken (areas of specialization)	X	X	X	X	X
5. Plans for more formal education	X	X	X	X	X
6. Future employment plans	X	X	X	X	
7. Since you left this school, have you sought full-time employment?		X	X		
8. If you did not seek full-time employment when you left this school, indicate the reason.		X	X	X	
9. Did you seek part-time employment when you left this school?		X	X		
10. If you sought part-time employment, instead of full-time employment, indicate the reason.		X	X		
11. How many full-time jobs have you held since you left this school?		X	X	X	X
12. What is your job? (job description)		X	X	X	X
13. Does your job relate closely to the training you received?		X	X	X	X
14. Did your school training adequately prepare you for your first job?		X			

Source: McCracken, J. David. *Targeted Communications for Instituting Vocational Placement and Followup*, Interim Report. Columbus, Ohio: Ohio State University, 1971 - adaptation.

Figure E.1.1 - continued

Item	Pre-Graduation	One-Year	Three-Year	Five-Year	Ten-Year
15. What was your beginning hourly wage on your first full-time job after leaving this school?		X			
16. How did you get your first full-time job?		X			
17. After you got your first job, have you ever again used any of the job placement services provided by the school?		X	X	X	X
18. What is the most you have earned on a full-time job?		X	X	X	X
19. What is the location of your present job or most recent job?		X	X	X	X
20. What is your current employment status?		X	X	X	X
21. Were you satisfied with the training you received in this school?		X	X		
22. Since you left this school, have you enrolled in any additional education programs?		X	X	X	X
23. Are you now enrolled in an education program?		X	X	X	X
24. Are you interested in getting more training?		X	X	X	X
25. What kind of training are you interested in receiving?		X	X	X	X
26. What are some problems you faced in the transition from school to work or more education?		X	X	X	X
27. Are you satisfied with your work role?		X	X	X	X
28. What courses and/or teachers were most helpful?		X	X		

Figure E.1.2

PRE-GRADUATION FOLLOW-UP QUESTIONNAIRE

As a graduating senior you can help evaluate the job the high school has done in preparing you for the world of work or continuing education.

This is a questionnaire which is very important. In future years, we will want to maintain a contact with you through follow-up studies, so please be accurate in writing the information requested.

Try to give your honest opinion on all the questions. You will not be reprimanded for sincere criticism. This is a chance for you to help improve your high school.

1. NAME________________________ DATE________________

2. SOCIAL SECURITY NUMBER________________________________

3. PARENTS' NAMES____________________ PHONE________________

4. PARENTS' ADDRESS____

5. GRANDPARENTS' NAMES________________ ADDRESS______________

6. SEX__________________ DATE OF BIRTH____________________

7. Do you plan to continue your formal education this summer or next fall?

_____yes _____full-time
_____no _____part-time

If answered yes, Name of School________________________
Type of School________________________
Area of Specialization____________________

8. Have you accepted employment for this summer or next fall?

_____yes _____full-time
_____no _____part-time

If answered yes, Name of Firm________________________
Address of Firm________________________
Title of Position________________________

If answered no, do you plan to seek employment for this summer or next fall?

_____yes _____full-time
_____no _____part-time

If answered yes, type of position desired________________

9. What was your area of specialization in high school?______________

10. Which high school courses or experiences have been most valuable to you?
____

11. What suggestions do you have for improving our school?______________
____

Source: Chillicothe High School - adaptation.

Figure E.1.3

ONE-YEAR FOLLOW-UP SURVEY - CLASS OF _____

Date__________________

Name__________________________Address________________________Phone________________

I. For Those Employed Full Time (If unemployed at present, please indicate in A.)

A. Employed by ____

B. Time Employed by Present Company ____

C. Present Job Title ____

D. Name of Immediate Supervisor ____

E. (Optional) Present Salary Per Month (Sample: ___X_______ would indicate 350)
300 400 500

____
300 400 500 600 700 800 900

F. Are you working in a related occupation according to the education received at ___________(Name of your school)___________

G. To what extent did training received at (Name of school) help you with what you are presently doing: Much ____ Some ____ Little ____ Uncertain ____

H. Suggest how (Name of your school) could better prepare future graduates.
____

II. For Those Continuing Their Education

A. Name of School____________________Address____________________Date Entered______

B. Type of School______________________Area of Study______________________

C. Did Preparation at (Name of your school) Help Much ____ Some ____
Little ____ Uncertain ____

Please comment ____

III. For Those in Service

A. Which branch are you in? _______________________ Enlisted ____ Drafted ____

IV. For Everybody

A. Guidance received was: Excellent____ Good____ Average____ Fair____ Poor____

B. Was adequate academic education available? Yes____ No____

C. Was adequate vocational training available? Yes____ No____

D. Rate student needs for following services in column one and your satisfaction with service in column two:

1 = Great	1 = Good
2 = Average	2 = Average
3 = Little	3 = Poor
4 = Uncertain	4 = Uncertain

	(One) Rating	(Two) Satisfaction
1. Assistance in Making Occupational Choice	____________	________________
2. Assistance in Preparation for a Job	____________	________________
3. Getting a Job	____________	________________
4. Personal Problems	____________	________________
5. Assistance in Obtaining Further Education	____________	________________

Source: Black Hawk College - adaptation.

Figure E.1.4

PROCEDURES TO ENCOURAGE RESPONSES TO FOLLOW-UP QUESTIONNAIRE

Procedures to increase the rate of return:

1. Prepare students prior to graduation, concerning the purpose of following up graduates and the kinds of information they will be expected to provide.
2. Use short and uncomplicated instruments, asking only necessary and relevant questions.
3. Provide prepaid return mail.
4. Avoid personal information as much as possible.
5. Place difficult questions last.
6. Offer to mail out the address list and a few words about classmates to all who respond.
7. Send a newspaper clipping about the study along with the questionnaire.
8. Use colored or unusual types of instruments to attract their attention.
9. Use a personalized cover letter signed by a former teacher or counselor.

The school should strive for at least 60 to 75 percent return on questionnaires. Achievement of this rate of return generally requires a series of followup contacts after the initial instrument has been sent. To further validate the data, a sample of 5 to 10 percent of the non-respondents should be contacted by telephone or in person to determine if they differ from the respondents.

Data Collection Procedure

Send a card or letter to the former student prior to mailing the followup instrument. The purpose of this card or letter is to alert the graduate that he will soon be receiving an important instrument which he is urged to complete and return as soon as possible. The following mailing pattern is suggested at one week intervals:

First mailing -- mail the followup instrument, the cover letter, and the return envelope; stamped and addressed.
Second mailing -- mail the first thank you--reminder card.
Third mailing -- mail the second followup instrument, the second cover letter, and the return envelope; stamped and addressed.
Fourth mailing -- mail the second thank you--reminder card.

The cover letter should be brief, but indicate the purpose of the study, the uses to be made of the findings, the importance of hearing from everyone in the class, a suggested date for returning the form and assurance of the confidentiality of the information to be provided. If at all possible, the cover letter should be signed by a person whom the former student will recognize and trust.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, adaptation.

Figure E.1.4 - continued

Followup instruments should be mailed so that the former student receives it during the early part of the week. When using a multiple mailing approach, use a different strategy on subsequent contacts.

Letterheads and return addresses with which the former students can easily identify should be used. The physical appearance of the materials should be of professional layout and designed to arouse interest.

Instruments of comparable construction and content should be used each year. Collection of similar data from year to year allows comparisons to be made between years and between classes. However, the design of the instrument, its contents, and any comparisons made must take into consideration changes in the program objectives.

Activity 2

SOLICITING FOLLOW-UP INFORMATION FROM FORMER STUDENTS

Purpose of Activity	Implementors
To collect information from former students that will contribute evidence for evaluation and planning.	Placement Coordinator School Administrator Vocational Education Director ______________________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Identify follow-up audience and obtain addresses from pre-departure follow-up forms, school records, parents, grandparents, peers, teachers, alumni commitee or others.	Activity E.1, p. 7
2. Select or develop appropriate follow-up instrument.	Activity E.1, p. 7
3. Prepare a cover letter for the follow-up instrument. The letter may feature: a. Brief statement about current school activities. b. Purpose of follow-up. c. Importance of response. d. Personal note. e. Suggested date for returning questionnaire. f. Signature of familiar and respected member of the faculty.	Figure E.2.1 - Cover Letter for Follow-up Instrument.
4. Consult with post office personnel regarding most appropriate mailing procedures.	
5. Prepare and send a second letter with enclosed questionnaire within two weeks to persons who do not respond.	Figure E.2.2 - "Did We Miss You?"

Suggested Tasks to Implement Activity	Resources
6. Prepare and mail a thank-you letter to respondents.	Figure E.2.3 - Thank You Letter.
7. Contact non-returning students (or their parents) to determine their current status. Maintain a record of persons contacted and the findings.	Figure E.2.4 - Oral Interview Outline.

Figure E.2.1

EASTWOOD HIGH SCHOOL

District 110

Anytown, Illinois 6____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Former Student:

Greetings from Eastwood! We are having another successful year at Eastwood. Our football team had another winning season. I am also pleased to report that Eastwood is in the process of enhancing the curriculum by implementing career education at all levels.

We at Eastwood want to maintain a contact with our former students. We can best do this through periodic follow-up surveys. As a former student of Eastwood, you are in a good position to provide information that will contribute evidence for program evaluation and planning.

Enclosed is a follow-up questionnaire to be completed and returned in the self-addressed envelope. All information will be considered confidential. May I request that you complete and return the questionnaire by March 1st? With your help we will be able to continue to improve the school program and services.

Your participation in this important activity is appreciated. Please inform us if the school can assist you in any way.

Sincerely,

Jane Page

Jane Page
Chairperson, Follow-up Committee

JP:cfa

Enclosure

P.S. Bill: Mr Edwards asked me to tell you that an Industrial Cooperative Education program will be added to the curriculum next year.

JP

Figure E.2.2

EASTWOOD HIGH SCHOOL

District 110

Anytown, Illinois 6_____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON, Vocational Director

Dear Former Student:

Did we miss you? About two weeks ago we mailed a follow-up questionnaire to all members of the Eastwood graduating class of 1973. Perhaps you did not receive the questionnaire or have not had time to fill it out.

To insure your participation in this important activity, I am enclosing another copy of the questionnaire. Please complete it today and return it in the enclosed envelope.

Sincerely yours,

Jane Page
Chairperson, Follow-up Committee

JP:cfa

Enclosure

Figure E.2.3

EASTWOOD HIGH SCHOOL
District 110
Anytown, Illinois 6_____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Former Student:

Thank you for returning the follow-up questionnaire which we sent to you recently. You have aided us in our attempt to evaluate and improve our school curriculum and services. Your continued interest in and support of Eastwood High School is appreciated. We will conduct another follow-up study of the graduating class of 1973 in about three years.

Sincerely yours,

Jane Page
Chairperson, Follow-up Committee

JP:cfa

Figure E.2.4

INTERVIEW OUTLINE FOR FOLLOW-UP OF NON-RETURNING (PRESUMED DROP-OUTS) STUDENTS

(Oral Interview--Not To Be Mailed)

(T - "p") (S - "p") (T - "d-o")

If dropout cannot or won't give a face to face interview, use questions as noted:

Telephone to dropout = T - "d-o"
Telephone to parent or informed person = T - "p"
On-site visit with parent or informed person = S - "p"

X X X 1. What are you presently doing?

a. Going to school? _______ Full-Time _______ Part-Time

Name of School ____

b. Working? _______ Full-Time _______ Part-Time

c. Unemployed? _______ Housewife _______ Other

d. Have you attempted any school, college or job training since high school? _______ Yes _______ No

What institution? ____

X 2. Which type of program best describes your course of study when you were in high school?

_______ College Prep _______ Vocational _______ No Specific Program

X Were you ever in a coop program in high school?

_______ Yes _______ No

X 3. While in high school how much help, and what kind of help, did you receive in planning for employment or further post-high school training?

____

____

____

Source: Developed by Votec 199 class at the University of Illinois, Urbana in cooperation with Urbana High School.

Figure E.2.4 - continued

(T - "p")	(S - "p")	(T - "d-o")	
X	X	X	4. Did you graduate with your class? ______ Yes ______ No If you did not graduate with your class, a. Did you complete the work for a GED (General Education Diploma)? ______ Yes ______ No If category 4 fits, then proceed with oral interview as follows:
X	X	X	5. Why did you leave high school? Did any school people influence your decision? Can you recall how it all seemed to you at that time? ____ ____ ____
X	X	X	6. Were there courses you really liked? Courses you hated? Which ones were they? Tell us about them!
X	X	X	7. Were you involved in school sponsored activities like sports, music, clubs, plays, etc.? How often did you participate?
X	X	X	8. Did you like or dislike school while you were there? If you disliked it, can you remember when you first decided it was not a good thing? What did you dislike most? What did you like about it?
X	X	X	9. Since you left school, how have you spent your time up until now? ______ Travel ______ Work ______ Play What have you done for each? Travel Work (Marriage) Play

Figure E.2.4 - continued

(T - "p")	(S - "p")	(T - "d-o")	
X	X	X	10. What kind of school program would have been appropriate for guys like you?
		X	11. Does dropping out of school make for problems that you would not have had if you had finished? Do you need a high school diploma?
		X	12. Did anyone at the school try to help you learn and be involved? If so, who?
		X	13. Can you give me an example of unfair treatment you observed or experienced in school?
X	X	X	14. Did you cut classes? ______ Some? ______ A Lot? What did you do when you cut? ______________________ ______________________________________
		X	15. Did you have part-time jobs while you were still in school? ______ Yes ______ No Except for pay, what is the difference between going to work and going to school? ______________________________________ ______________________________________ ______________________________________
	X	X	16. What school rules should be changed? ______________________________________ ______________________________________ ______________________________________ ______________________________________

Activity 3

OBTAINING FOLLOW-UP INFORMATION FROM EMPLOYERS AND EDUCATIONAL REPRESENTATIVES

Purpose of Activity	Implementors
To obtain evidence that will contribute to knowledge about former students' employment and educational competence and to maintain communications with other educational institutions and industry.	Placement Coordinator School Administrator Vocational Education Director Cooperative Education Director ______________________ (Local Leadership)

Suggested Tasks to Implement Activity	Resources
1. Identify employers of former students by asking appropriate questions on follow-up questionnaire.	Activity E.1, p. 7
2. Develop employer and institutional follow-up questionnaires.	Figure E.3.1 - Employer Follow-Up. Figure E.3.2 - Institutional Follow-Up.
3. Notify former students by mail that their employers and colleges will be contacted as a part of the follow-up services of the school.	Figure E.3.3 - Letter or Postcard sent to Graduates.
4. Mail questionnaires with a cover letter to the employers and colleges. Letter should be personalized and reference should be made to each former student.	Figure E.3.4 - Cover Letter.
5. Conduct personal interviews with selected employers and college representatives to collect specific job and educational information.	Figure E.3.5 - Employer Interview Schedule.

Figure E.3.1

EMPLOYER FOLLOWUP

In addition to following up former students, employer reactions should be sought. Employers usually will cooperate and give candid evaluations of the employee and his training program. Care must be exercised so that employers of large firms are not overburdened with followup instruments. It is suggested that such employers be asked to respond to only one questionnaire about each program in which he employed one of the school's graduates.

The following questions are some which may be asked of an employer:

1. How many total employees?
2. What are the major job descriptions of your employees?
3. Are you satisfied with the performance of vocational program graduates?
4. Are there any particularly strong areas in the graduate's training?
5. What additional pre-employment skills are needed by the employees?
6. What is the advancement rate and level of job entry of vocational education graduates compared with non-vocational students?
7. What is your projected need for additional workers in the next two years?
8. Has the relationship with the school placement service been satisfactory? How might it be improved?

The information received from employers should be considered together with data collected from vocational education graduates to serve as a basis for program evaluation and planning.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, adaptation.

Figure E.3.2

INSTITUTIONAL FOLLOW-UP

Inquiries should be made about individuals and groups seeking further education. Evidence that will contribute to knowledge about former students' educational competence should be requested from institutions. Former students should be grouped by institutions and identified by name. Grouping and inquiries should be by college or program for large institutions.

The following questions are some which may be asked of representatives of educational institutions attended by former students:

1. Are the referenced persons currently enrolled in your institution?
2. What is the area of study of each person?
3. How is each individual progressing in his/her educational program?
4. Are there any particularly strong areas in the education of the group?
5. What additional pre-college education skills are needed by the group?
6. How does the academic achievement of this group compare with students from other schools?
7. Has your relationship with ____________________ been satisfactory?
   (Name of School)
   How may it be improved?

The information received from educational institutions should be considered together with data collected from other sources to serve as evidence for evaluation and planning.

Figure E.3.3

LETTER OR POSTCARD SENT TO GRADUATES

Within a few weeks we will be sending your employer (or college) a Follow-Up Questionnaire. The purpose of the questionnaire is to evaluate the education you received at ___(Name of School)______. We need this information to keep our programs relevant to the needs of students.

If you have any questions about this follow-up, please call me.

__________________________, Chairperson,
Follow-Up Committee

gkh

Source: Moraine Valley Community College, adaptation.

Figure E.3.4

As an employer of one of our graduates, you can help us determine how well our training programs are preparing students for employment. We are trying to train graduates who meet your needs.

Please refer the accompanying questionnaire to the immediate supervisor of the graduate named at the top of the first page.

Supervisors' responses will help us identify strengths and limitations of our occupational training programs. These responses will be held in confidence and will be reported only in a summary report.

Within a few days, a staff member will call to arrange a short interview with the graduate's supervisor. The completed questionnaire will be picked up by the staff member during the interview.

Sincerely yours,

____________________, Chairperson
Employer Follow-Up Sub-Committee

gkh

Enclosure

Source: Moraine Valley Community College, adaptation.

Figure E.3.5

EMPLOYER INTERVIEW SCHEDULE

Name of Employee:____________________________________ Date:________________

Employer:____

Name of Person Evaluating This Employee:___________________________________

Title:___________________________________

* * * * * * * * * * * * * * * * * * *

1. "Describe a situation when this employee performed a job-related task very effectively."

   "Next, specify the abilities, techniques and skills this employee used in performing this task."

   (Record these responses in verbatim.)

2. "Describe a situation when this employee performed a job-related task very ineffectively."

   "Next, specify the abilities, techniques and skills this employee used in performing this task."

   (Record these responses in verbatim.)

Source: Moraine Valley Community College, adaptation.

Figure E.3.5 - continued

3. "What has been (was) this employee's greatest strength?"

4. "What has been (was) this employee's greatest weakness?"

5. "Please tell me the number of the answer choice which best states your evaluation." (Hand employer answer card, side 1 up.)

   (Say) "This employee's chances for advancement, compared with your other employees in similar positions, are (were)?" (Circle employer's response.)

   1 - Better 2 - Same 3 - Not as Good 4 - No Chance at All 5 - No Opinion

6. "Use the other side of the response card (side 2). Based on your observations of this employee's training, would you employ more MVCC graduates for this same position?"

   1 - Definitely 2 - Maybe 3 - Definitely Not 4 - No Opinion

7. "Other comments on this graduate's preparation for this position:"

8. "Does the employer desire a copy of this final report?"

   _____ Yes _____ No

Concluding Remarks

"Your responses in no way individually reflect upon your employee. We are undertaking a thorough evaluation of our programs and will strengthen them whenever the results of interviews such as this one indicate the need."

Pick up the questionnaire. If the questionnaire is not complete, ascertain when it will be finished. Leave a return envelope if questionnaire is not completed.

Name of Interviewer: ____

Activity 4

REPORTING AND INTERPRETING FOLLOW-UP INFORMATION

Purpose of Activity

To transform follow-up findings into workable evidence for use in measuring the effectiveness of school services and for use in program revision.

Implementors

Placement Coordinator
School Administrator
Vocational Education Director

(Local Leadership)

Suggested Tasks to Implement Activity

1. Prepare a report to describe the follow-up activities and to summarize the findings.
2. Summarize follow-up data using graphs, charts, and tables.
3. Interpret follow-up evidence to appropriate individuals and groups for use in evaluating and revising current programs. Appropriate groups may include one or more of the following:
    - a. Program planning and evaluation committees.
    - b. School faculty.
    - c. School administrators.
    - d. Advisory committees.
    - e. Students.
    - f. Parents.
    - g. Employers.
4. Prepare abstracts of follow-up reports for distribution to news media and large groups.

Resources

Figure E.4.1 - Contents for Follow-Up Report.

Figure E.4.2 - Preparing the Followup Report.

Figure E.4.3 - Summary Form.
Figure E.4.4 - Interpretation of Follow-Up Data.

Figure E.4.1

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Source: Moraine Valley Community College.

Figure E.4.2

PREPARING FOLLOW-UP REPORT

Use of the Followup Report

Followup data may be used:

1. As a basis for modification of the curriculum in terms of graduate employment and job skill information.
2. To show employment trends and job mobility.
3. To determine additional educational programs needed by former students.
4. To determine the effectiveness of the guidance department and other special services.
5. To justify the continued existence of a current program.
6. With legislative committees to show the effectiveness of programs of vocational education.
7. To upgrade the public image of vocational training.
8. To show the services provided to people by the vocational education program.
9. For publicity purposes.

Preparation of the Report

The compilation and analysis of student followup data and the organization of the final report are determined by the original purpose and objectives of the study. Data must be compiled and analyzed so that information and comparisons about the various parts of the vocational program are clearly presented. The use of tables, charts, and graphs may be used to improve clarity and understanding.

Dissemination of the Report

Findings of the followup study should be supplied to all persons interested in or responsible for any part of the school program, including administrators, school board members, vocational teachers, "general" education teachers, counselors, regional supervisors, and the State Department of Education.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, adaptation.

Figure E.4.3

SUMMARY OF POST-HIGH SCHOOL PLANS FOR 1973 GRADUATES

	Number	Percent
Four-Year Colleges	____	____
Junior Colleges	____	____
Special and Vocational Schools (Nursing, Business, Beauty, Trade, etc.) Apprenticeship	____	____
Armed Services	____	____
Jobs (Definite)	____	____
Jobs (Seeking)	____	____
Housewife	____	____
TOTAL	100	100

Source: Illinois Valley Central High School, adaptation.

Figure E.4.4

INTERPRETATION OF FOLLOW-UP DATA

Following the analysis of data and preparation of the final report, a difficult and important part remains--comparing the information against original program objectives, identifying implications for the local program, and suggesting program modifications. To achieve these tasks, the following strategy is suggested:

> Involve all persons - Everyone involved in the local vocational education program must be included in the data interpretation process (i.e., vocational teachers, "general" education teachers, guidance personnel, placement coordinator, administrator, and the local director of vocational education.)
>
> Local director should assume leadership - The local director should assume responsibility for presiding over a joint meeting and insuring that everyone has received a copy of the followup report several days prior to the session.
>
> Involve the advisory council - Utilizing the followup information to evaluate the effectiveness of the vocational training program is a task that cannot be done in isolation from the work world. As has been noted earlier, lay advisory councils can provide a linkage between the vocational program and business and industry. Several members of the advisory council may employ graduates of the vocational program and are aware of strengths and limitations in the training program. They can lend their special expertise in translating student followup data into needed vocational program modifications and changes.
>
> Evaluate the vocational program in terms of its objectives - Each vocational program area, guidance services, and the job placement service should be evaluated. Decisions concerning vocational program adjustments should be based upon followup data secured in terms of the program's ability to achieve its original objectives. Program objectives which appear inappropriate or unachievable should be revised.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, excerpt.

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GLOSSARY

ADVISORY COUNCIL OR ADVISORY COMMITTEE

A group of persons selected to collectively advise regarding educational efforts within the community. Members are predominantly from outside the field of education and are selected because of specialized knowledge. Such committees may function under names other than advisory committee.(Ref. 15)

CAREER DEVELOPMENT

A lifelong process which involves a series of experience, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally. (Ref. 40)

CAREER EDUCATION

A term denoting the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orienting the entire educational plan into one, unified, career-based system.(Ref. 16)

CAREER GUIDANCE ACTIVITIES

Organized actions to promote one or more of the purposes of career guidance.

CAREER GUIDANCE PROGRAM

Coordinated school sponsored activities which assist the individual to assimilate and integrate knowledge, experience and appreciations related to:

1. Self-understanding, which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.
2. Understanding of the work society and those factors that affect its constant change, including worker attitudes and discipline.
3. Awareness of the part leisure time may play in a person's life.
4. Understanding of the necessity for and the multitude of factors to be considered in career planning.
5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure. (Ref. 4)

COOPERATIVE OCCUPATIONAL EDUCATION

An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction. (Ref. 17)

DISADVANTAGED PERSONS

Individuals who have an academic, socioeconomic, cultural or other disadvantagement which prevents them from succeeding in a regular school program designed for persons without such a disadvantagement, and, who, for that reason, need a program modification, supplemental service and/or a special program in order to benefit from regular educational programs. (Ref. 18)

FOLLOW-UP STUDY

A survey to determine what jobs and/or educational programs former students have entered and pursued over a span of time and how effective their education has been in relationship to the job and/or educational program. (Ref. 40)

GUIDANCE COORDINATOR, CAREER GUIDANCE COORDINATOR, OR COUNSELOR-COORDINATOR

An educator who provides local leadership to plan and initiate a career guidance program.

GUIDANCE COUNSELOR

An experienced and trained person who helps other individuals to understand themselves and their opportunities, to make appropriate adjustments, decisions, and choices in the light of their unique characteristics, and to initiate courses of training or work in harmony with their selection. (Ref. 17)

GUIDANCE TEAM OR CAREER GUIDANCE TEAM

A group of persons in the student's environment which has appropriate understandings and competencies to serve as facilitator and change agent in (1) assisting in school curriculum development and instructional methods; (2) assisting the individual in his career development; and (3) communicating with parents and others. Members of the team include (not only) guidance counselors, vocational educators, academic teachers, principals, parents, peers, and employers, but also others in the community. (Ref. 4)

HANDICAPPED PERSONS

Individuals who have a mental or physical handicap which prevents them from succeeding in a regular school program designed for persons without such a handicap, and who, for that reason, need a program modification, supplemental services and/or special educational activities in order to benefit from educational programs. (Ref. 18)

OCCUPATIONAL EDUCATION OR VOCATIONAL EDUCATION

An organized sequence of learning experiences on a regular or systematic basis consisting of occupational theory, practice and skill development for students. (Ref. 40)

OCCUPATIONAL INFORMATION

Systematically organized data used by guidance and teaching personnel for the purpose of helping persons make a vocational choice. Material concerns the nature of the work, duties, responsibilities, and compensations involved in the various careers and includes information about employment outlook, promotional opportunities, and entrance requirements. (Ref. 40)

OCCUPATIONAL OBJECTIVE OR CAREER OBJECTIVE

A specific recognized career goal, selected by the student, the attainment of which is the purpose for his or her instruction. (Ref. 40)

PLACEMENT COORDINATOR

A person who provides local leadership to plan and initiate placement services.

PLACEMENT SERVICES OR PLACEMENT ACTIVITIES

A series of coordinated activities for students planning further education or seeking part-time or full-time employment. (Ref. 40)

SCHOOL GUIDANCE COMMITTEE

A group of school staff and students to collectively advise regarding career guidance activities in the school. Members are selected because of their personal experience with career guidance activities and their interest in generating an expanded cadre of involved school and community people.

VOCATIONAL COUNSELING OR CAREER COUNSELING

Assistance to individuals in making vocational choices and clarifying vocational goals. It often involves testing and interpretation of aptitudes, interests, personality factors, etc. (Ref. 40)

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NOTE: See Figure A.1.1 for additional list of reference texts and periodicals.

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